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Training of Newcomers

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„Místopřísežně prohlašuji, že jsem celou bakalářskou práci, včetně příloh, vypracovala samostatně.“

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1 Introduction

1.1 Background

The world has become more and more global over the past few decades. There have been many barriers and limits that have needed to be dealt with during the process of globalisation. There have been many economic issues, such as monetary issues, building up larger market and putting national markets “under one roof”, also environmental, political issues and cultural differences. The need for establishing the language for international communication rose. And quite naturally English has become this ‘global language’ that meets the requirements for worldwide communication.

Consequently, English has become the language that everyone, who wants to be successful and understood in today’s world, needs to know and use. As a result, many non-native speakers started to study English and in reflection to this fact demand after the language school increased. Consequently, many private language schools were established to meet this demand.

Besides the classic approach to studying languages new systems of language education were developed in 1950s and 1960s. One of those systems was also the Callan method used for teaching English. It is a direct method developed in the UK and based on the system of questions and answers. It emphasizes the importance of speaking in lessons compared to classical approaches based on written exercises and grammar explanations. It is proved that students taught by this method learn much faster and are able to use English more efficiently than students taught by indirect method. Although this system had its opponents it had gradually become popular and spread into many countries around the world, not only in Europe but also in Asia.

The Czech Republic has opened its borders to the world after 1989 and has made a great progress integrating with other countries since the fall of communism that year. In 2004 the Czech Republic has also become a member of the EU. In the same year the Callan method as a new language product was introduced in the Czech Republic. Quite high amount of private language schools have bought a licence to teach English by this method. Even though the

method was developed in 1960s it still works and has gained its place on the language products market in the Czech Republic.

However, the method has its own “rules” and a structure of a lesson is strictly given and needs to be followed by teacher. Therefore, teacher needs to receive a proper training in order to provide effective lessons and to ensure that the method will work. There are some basic recommendations on what the training should contain but most of the language schools using the Callan method design and develop their own training programme.

1.2 Aim of the study

As the author of the dissertation has got personal experience with teaching English by the Callan method and moreover with training teacher trainees, she has noticed some imperfections in the training programme in certain private language company in Ostrava, Czech Republic. Therefore she wanted to focus on newcomer teachers training related to the Callan method.

There has not been done any particular research on this topic lately, and there are many questions to be answered. The research will be designed as a case study and will take place in one private language school in Ostrava, Czech Republic.

The objectives of this paper are to analyze and evaluate the system of training of newcomer teachers used nowadays in the private language school using the Callan method, to find main causes of teachers’ possible unsuccessful performance and relate them to the training provided. Based on research results possible better alternative and recommendations on improvement would be made.

Language education is an important part of today’s life and it should not become just a business for profit. There should be guaranteed certain qualities, and this study aims to find out how to accomplish those.

1.3 Chapter overview

The paper is divided into five parts. Next chapter takes brief look at the history of professional training moving towards teacher training and its development. Next it explains the whole concept of training including the phases of training. Finally, it moves to the learning styles and techniques and explains the idea and theory of the Callan method. Chapter three deals with the research strategies and methods used in order to obtain answers to research objectives. It also discusses ethical issues and limitations of the research. Chapter four then shows results of the primary research conducted among staff in the private language school. Following chapter discusses these results and relates those to the proper theory of training. It also draws recommendations on how the training practice in the company could be improved to remove identified imperfections. Finally, chapter six summarizes the findings of the study and gives brief suggestions for possible further research of the topic.

2 Literature Review

2.1 Definition and theory of training

It is generally agreed that training is about people and about their “unpredictable, uncontrollable, immeasurable” potential. (Hardingham, 1996: vii) According to Onions “to train” means “to instruct and discipline in or for some particular art, profession, occupation or practice; to exercise, practice, drill.” (Onions, 1973: 2322) Buckley and Caple (2004: 5) defined training as “a planned and systematic effort to modify or develop knowledge/skill/attitude through learning experience” with the aim of achieving effective performance in a variety of activities. Pearsall and Trumble (1996) simplified the definition and described training as teaching “a specified skill especially by practice.” (Pearsall and Trumble, 1996: 1433) However, the simplest definition one could find says that training is ‘helping people to learn.’ (Forsyth, 1992) Training is designed mainly for adults and often has very strongly focused learning objectives. (Hardingham, 1996) It puts emphasis on a change in behavior compared to education which emphasizes a knowledge transfer of rather general information, and is planned mostly for children and young people. Harrison suggests that education straightly and constantly affects the shape of abilities and knowledge as well as individual’s character and culture, and therefore it is a key contributor to the developmental process. (Harrison, 1988) The term training is closely linked to human resource development or to newer phrase “learning & development”. (Harrison, 2005) To provide some evidence about learning & development’s progression the paper will now focus on history of training and development.

2.1.1 History of training

Training as a controlled process first occurred during the Industrial Revolution in the eighteenth and nineteenth century. (CIPD, 2009) The factory system employed large amount of people who needed training in order to achieve a more effective production. It also brought a general idea that qualified labour was an important factor of succeeding in a growing competition environment. On the other hand, Harrison (2005) argues that the starting point of subject of training starts later, during the World War II. During the post-war years the developmental process became more popular and American organizational psychologists such as Argyris, McGregor and Likert are given credit for that. Organizational psychology had a great impact on the consequent development of theory of learning organization. (Senge, 1990; Nonaka, 1991) However, the term “human resources development” (HRD) and training which

it contained first came into practice in 1970s. Nadler (1970) described HRD as “a series of organized activities conducted within a specific time and designed to produce behavioural change.” (Nadler, 1970: 3) In 1980s the HRD became a steady part of an organization’s strategic progress. Hall (1984: 159) suggested that strategic human resources development starts with recognition and identification of “needed skills”, and continues with “active management of learning for the long-range future” that is linked to unambiguous corporate and business strategies. In the following decade of nineties, the USA adapted a clear approach where HRD was viewed not only as an element of strategic orientation, but also as a “change agent”. (Burack, 1991) A great contributor was also economist G. Becker who was continuously introducing “the human capital theory” in his writings. (Harrison, 2005) This theory described people as an asset to the organization whose “economic value” was based on their “skills, competence, knowledge and experience.” (Harrison, 2005: 18) Becker insisted that education and training investment had as a result an increased productivity and therefore to increased business income and employees’ wages. Consequently, HRD became known as an value-adding procedure (Becker, 1975)

While the role of HRD was increasing in the United States, Europe was struggling to find comprehensible explanation of HRD. The Institute of Personnel and Development, UK claimed that development and training practitioners were not able to understand the meanings and borders of such terms as “human resource management, human resource development, training, learning and development.” (Darling, Darling and Elliott, 1999: xii) However, in 1980s Europe also started to take “a performance-driven approach”. (Harrison, 2005) Specialists were also concerned to enhance the influence of HR processes to the business and were looking for a strategic role of the HRD. Noel et al. (1991) said that “HRD professionals must work with top management, focusing on the organisation’s strategic initiatives and seeking ways to leverage the development of employees to achieve these objectives, in creative and impactful approaches.” (Noel, James and Dennehy, 1991: 19) Unfortunately, researchers were finding only small evidence for an alignment between HRD and business strategy. (Skinner and Mabey, 1995) However, there was a constant progress of moving from ‘stop-go’ approach to HRD to “vocational education and training” (VET). (Harrison, 2005) Training and HR gradually managed to become an important element in organisation’s competitiveness and had more “business-focused identity”. (Darling, Darling and Elliott, 1999) Nowadays, organizational learning and development (L&D) faces regular criticisms,

mainly because of “poor planning, design and delivery of training initiatives” as well as “a lack of business relevance and value”. (Harrison, 2005: 20) It may be complicated for L&D to gain “meaningful organizational outcome” as it is a side and minor function. (Harrison, 2005: 22) However, its position has gradually become stronger.

2.1.1.1 History of professional training in the Czech Republic

Development and position of training in the Czech Republic is strongly linked to the history of the country itself. Czechoslovakia was a partner and a significant contributor to HR development trends of West Europe until the World War II when it began to be “ruled” by the Soviet Union for next forty-two years. (Brewster et al., 2004) There was a new system of attitudes to work and new values, firm’s culture was productivity oriented (not quality oriented) and basically the main and only task of ‘socialist manager’ was to fulfill the Plan formed by the ministry. Four decades of reaching the Plan raised managers whose motivation was only an increasing production of the company. Training at that time was based on autocratic approaches and models. (Brewster et al., 2004) Also the system of recruitment and employment was much different from Western European economies. There was a former system of full employment which created overemployment. Managers tended to hire someone they saw as uncompetitive and therefore there was no proper motivation for young graduates. HR performance in Eastern Europe often had to face extensive “avoidance of responsibility and ambiguity”. (Kirkbride, 1994: 158) Training was provided only and strictly on the activity performed by the individual. (Tyson et al., 1993)

A new era started in 1989 by the Velvet Revolution. Czechoslovakia became a democratized state and a transition from the socialist centralized system to the new democratic entrepreneurial approaches. (Brewster et al., 2004) A renewed tradition of entrepreneurship and capitalist spirit of the people occurred. Managerial approaches shifted from the bureaucracy to entrepreneurial attitudes. Prokopenko in Kirkbride (1994) suggests that this change is strongly influenced by a move from large companies to small enterprises. The repetitive behavior of socialist managerial patterns has changed into innovative, creative behavior. Managers and entrepreneurs have become willing to take a risk and seeking opportunities compared to previous unwillingness to accept responsibility. Firms have become concerned not about productivity and process of production itself but about quality

and results of the production. To conclude this important and necessary process of transition, firms have moved from focusing on efficiency to concentrating on effectiveness.

The Czech Republic was established in 1993 and it has become even more entrepreneurially oriented. Most of the companies were privatized and the managerial attitude has changed. Czech firms were adopting “progressive personnel management methods” used in Western European, Japanese and US organizations. (Brewster et al., 2004) Czech organizations found that there is much training needed, especially in managerial skills such as strategic management, recruiting, marketing and sales management, problem analysis and decision-making, negotiating skills as well a need for training providing new points of view on productivity, profits, value added concepts and quality. (Kirkbride, 1994) Training started to gain an importance. Organizations realized that by investing in training and development of their staff can bring them an important competitive advantage. Learning and development specialist have made an effort to create and develop new methods and forms of training. (Brewster, 2004) However, the whole teaching process was still more based on memorizing and following testing instead of “practical-oriented, action learning approaches.” (Kirkbride, 1994: 160) This may be due to the fact that often many trainers originally come from the university system and prefer training based on lectures and well-known educational programs. On the other hand, in recent years there has been a big progress and a move from traditional teaching methods to modern training programs with up to date learning materials and training equipment as well as professional trainers. (Sloman, 2007) It is also more based on integrating learned theory and its application and use in practice. This new approach is reflected in teacher training that went through a massive change over the years as well.

2.1.2 **Teacher training**

History provides an evidence of teacher training having only very low priority. (Dove, 1986) Classrooms in the old days were often filled with pupils much quicker than proper qualified teachers could be found. As a result, many children were taught by unqualified and untrained teachers. Teacher played a role of “an instrument in a bureaucratic system or religious hierarchy”. (Kalantzis and Cope, 2008: 230) Teacher was viewed as a person who took and followed orders on regular basis and his classroom was his private field where he was only periodically supervised by an inspector.

There were studies led to analyze the situation of teacher role in society and examine current methods and styles of teacher training. In 1966 UNESCO defined principles concerning the status of teacher. (Dove, 1986: 191) Principle 6 was laid down as follows:

“Teaching should be regarded as a profession; it is a form of public service which requires of teachers expert knowledge and specialized skills, acquired and maintained through rigorous and continuing study.”

This statement clearly defined what is expected from teacher and therefore what characteristics would be evaluated. Principle 13 then stated basic requirements put on teachers.

“Completion of an approved course in an appropriate teacher preparation institution should be required of all persons entering the profession.”

Professional teacher should not be any random person, but an individual who fulfills certain educational and certain personal requirements. Between 1978 and 1983, the World Bank led thirty-seven studies of two hundred and thirty independent researchers in twenty-one countries. (Dove, 1986) Results found that teacher qualification, amount of education, length of experience and his/her verbal skills and knowledge have a positive effect on student achievement. On the other hand, characteristics such as teacher's sex, age and socio-economic status do not have either any principal effect. What proved to be important was the teacher attitude. The study found that teacher attitude has great impact on student as far as teacher has positive expectations of his students. This seems to motivate students and pushes their limits in right direction. Also assigning students with homework and teacher's time spent on lesson preparation have temperate positive effect. Avalos (1980) stated the same conclusions when analyzing results of the International Development Research Centre study. Based mainly on these two studies the World Bank acknowledged that teacher training was of much higher importance than it was given before.

The approaches to teacher status and role have changed. Nowadays, teacher is viewed as highly skilled autonomous individual, as “a responsible manager of student learning”. (Kalantz and Cope, 2008: 235) Teacher has to be collaborative and a team player as he is a part of community, but also self-responsible and able to work individually. Teachers are a great asset to his students not only on academic field, but also in accomplishment of other

personal competences, such as values and attitudes. (Avalos, 1991) Compared to “old-viewed teacher”, teacher today is not considered to be an instrument of bureaucratic institutions and servant of public, but as “a designer of learning environments, an evaluator of their effectiveness, a researcher, a social scientist and an intellectual in his own right.” (Kalantz and Cope, 2008: 235) To summarize this statement, teachers today have various roles. They not only provide and education to student, but are also an important part of student teacher training. Here, teachers-educators play a role of performer, classroom learning environment manager and a provider of informed feedback. Teacher-educators are of much help for student teachers as they push them to focus their attention on specific aspects of observed teaching from which they may beneficially learn.

However, training and development programs are still often based on a trainer standing or sitting in front of the group of trainees and lecturing them without deeper interaction. (Rae, 1996) This is an educative type of approach to teacher training, or sometimes training in general. These often “narrow skill-focused programmes” train teachers to mechanistic practice of skills such as “questioning, re-directing and re-phrasing” and relying on “subject-matter knowledge” or student’s textbook. (Avalos, 1991: 8) Rae, as an opponent of this approach, quoted one Chinese philosopher’s statement: “I listen, I forget. I see, I understand. I do, I remember.” She strongly suggests an experiential way of training. Practical part of training is extremely important for teacher in order to grow into highly skilled, open-minded and well-performing professional.

There have been few theories developed to explain the principle of teaching and learning. One of these theories sees teaching strongly related to learning. Therefore it recognizes a firm relationship between the teaching theory and the comprehension of how people learn. (Avalos, 1991) It considers learning of skills and knowledge as well as values and attitudes to be the purpose of teaching. The other theory sees teaching and learning as partner processes where learning is basically a result of how teachers convey their skills, knowledge, attitudes and values and of the way in which students absorb the information given and are able to use it and reprocess it. (eg. Doyle, 1990 in Avalos, 1991)

To conclude this section about the teacher training, it needs to be said that the approaches to this problem have changed over the time. The teacher training has gained higher importance and began to be seen more as a science. Institutions examine the ways of how people learn

and develop newer teaching methods to fit student's needs. However, people are sometimes unable to recognize the difference between terms education, training and development. Therefore new subchapter explain these differences.

2.1.2.1 Relationship between training, development and education

In order to explain differences between training, development and education it is necessary to provide a definition of each of these expressions. According to Oxford dictionary (1978) in Harrison (1988: 5) "to develop" means "to unfold more fully, bring out all that is potentially contained in; "to train" is explained as "to instruct and discipline in or for some particular art, profession, occupation or practice; to make proficient by such instruction and practice" and "to educate" is described as "to bring up so as to form habits, manners, intellectual and physical aptitudes". Buckley and Caple (2004: 5) understand the word "education" as "a process and series of activities which aim at enabling an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity but allow a broad range of problems to be defined, analysed and solved." It is an important contributor to the whole developmental process since it continuously and directly influences creation of character and culture, ambitions and achievements, and not only knowledge and abilities. (Harrison, 1988: 5) It is a long-term activity compared to training that is short-term, often from few days only to few months. Education is also more-person oriented and less job-oriented than training. It builds up new values and attitudes.

Training, on the other hand, usually involves only the acquisition of facts, ideas and behaviours that are more straightforwardly defined in a particular job context. (Buckley and Caple, 2004) The process of personal development can be related to both training and education since it uncovers the individual's potential and brings it to upper level; it supports a growth of individual's abilities and skills through both conscious and unconscious learning.

To conclude, training is more of a systematic mechanistic process that puts an emphasis on "predictable responses to standard guidance and instruction reinforced by practice and repetition" (Buckley and Caple, 2004: 7) for certain type of work while education brings about less predictable changes in individual's personality and behaviour and it is broadly said to be "training for life". (Hackett, 1997)

2.2 Concept of training

2.2.1 Conception of training for organizations and individuals

The purpose of training relating to work situation is “to enable an individual to acquire abilities” in order that an individual is able to perform effectively a given job or task. (Buckley and Caple, 2004) Simply said, the whole idea of training is “the development of a competent workforce.” (Fletcher, 1997: 10) There is a common acknowledgement of the training being linked to performance. In other words, if organization increase training or it focuses on the right form and technique of training, its profits and quality can further improve. In addition, Grugulis (2007) suggested that well-trained workers who are experienced will most probably beat novices in productivity and quality of performance. Training could as well be one of the ways how to escape possible economic turndown. (Grugulis, 2007) Besides that training offers the organization more benefits, such as improved workers’ productivity and performance, smaller amount of accidents and therefore less absenteeism; less time spent by learning and consequently less costly training with employees able to join the production processes faster, lower employee turnover and last but not least, better customer care and subsequently greater client or customer satisfaction. (Buckley and Caple, 2004) However, organizations’ approaches to training greatly differ. (Hackett, 1997) The way they approach the training is influenced by the size of the organization, its financial position, complexity, its workforce’s stability, range and speed of change related to the skills required. (Hackett, 1997) Consequently, the approach to the training itself differs in the amount of time, effort and money spent on training, in organisation of training function, in the way they emphasize different types and aspects of training etc.

Grugulis (2007) supports the idea of training being very beneficial and adds that not only organizations have a positive attitude towards training. Individuals as well as governments are in favour of training and development programmes too. Why are individual workers interested in training? People like the feeling of becoming more competent and qualified. (Hardingham, 1996) Moreover, if the change in behaviour (a result of training) can be easily identified as an increase of competence and awarded in a certain way, the participant of the training will want to make it work. Another reason why workers are in favour of trainings is that they like having “enjoyable sociable experiences”. (Hardingham, 1996: 7) Training is usually done in groups and therefore it provides a good opportunity of networking. Another natural characteristic explaining why employees have a positive attitude towards training is

that people generally like to compete. They also like change and are curious. Last but not least, people need feedback which they do not usually receive as much and training is a good occasion for doing so. Grugulis (2007) summarizes this and says that training not only passes new information, but also introduces employees to new workplaces, practices or products and provides a source of enjoyable distraction from daily routine. Training can be highly developmental and equip participants with new skills that give them greater power in the labour market and therefore influence their earnings. (Harrison, 1988) Of course, those earnings and career prospects are given its fundamentals already during process of previous education. Training and education have much in common but there are some crucial differences that need to be explained.

2.3 Elements and stages of training

In order for training to take place certain steps needs to be taken. (Hackett, 1997) Although Harrison (2009) identified six stages of training programme, generally are acknowledged four main stages training cycle. Those stages planning, designing, delivering and evaluating the training event.

Illustration adapted from Hackett (1997)



2.3.1 Training planning

One of the most important things of training planning is the training needs identification. Training program needs to be build on well identified training needs and its content should correspond those needs and provide an opportunity for discussion and proper feedback. (Fletcher, 1997) Therefore first of all, training needs have to be identified. Training needs may arise from the business plans, from objectives of particular departments, they can emerge from ineffective maintaining of core competencies or be a sign of the gap between required and actual level of performance. (Hackett, 1997) Those needs have to be analyzed and based on this analysis training objectives can be set. However, in order for training to be successful, it is necessary to identify not only the training need but also the reason for that training need. (Fletcher, 1997) Training needs can be recognized by a range of personnel, starting with line managers and organisational training specialists and finishing with individuals themselves. The current situation then needs to be carefully analyzed. According to Forsyth (1992) there are only two responses to inadequate performance – either employer wants to teach people and is willing to undertake the costs to improve their performance to a required standard, or he can fire them. He also needs to answer the questions on what are the job necessary skills and what attitudes have to be obvious so that the job could be done satisfactorily. The same analysis should be done about staff and job itself – what it may require in the future.

Secondly, objectives need to be clearly set and defined. Many authors emphasize the importance and necessity of objectives well identified. (Hackett, 1997; Grugulis, 2007; Forsyth, 1992, Bentley, 1991) Harrison (1989) describes the function of the training objectives as a defining the outcomes that are to be accomplished by that event so that the overall purpose of the learning session can be realized. Buckley and Caple (2004: 117) claim that the purpose of the training objectives is “to state as clearly as possible what trainees are expected to be able to do at the end of their training” as well as to define the conditions under which trainees will demonstrate what and how well they learned. Objectives should also state standards that have to be reached by learners to confirm their level of competence and thus aim to be achieved. Hardingham (1996) agrees with Forsyth (1992) saying that objectives need to be SMART, that is Specific, Measureable, Achievable, Realistic and Timed. While the aim of training proclaims a general statement of intention, the objective precisely states how it can be achieved. (Buckley and Caple, 2004) Objectives are also closely linked to

priorities – the organization has to decide the level of importance of the learning session, its complexity and urgency.

2.3.2 Designing the training

Next step of training cycle is designing the training. Correct training program should be designed to meet the previously identified needs. As those needs were identified and objectives stated, at this point of planning it is advised to determine the amount of financial resources and time that organisation wants to spend on training. (Hackett, 1997) Since financial resources often play an important role in a final decision of the training taking place or not (training is still more seen as an expense rather than an investment), a budget needs to be drawn. (Bentley, 1991) Organization also needs to determine where and when the training will take place, and define to be trained group of people. This stage contains decisions about training methods and how will the training be delivered too. Companies usually distinguish between on-job and off-job training. On-job training is not always structured or conscious in words of learning. Hackett (1997: 67) describes this way of training as a “spontaneous movement around the learning cycle” and defines it as a “learning that takes place in the learner’s normal workplace”. The benefits of on-job training are particularly training circumstances matching the environment of real workplace. Therefore, relevance between what is being learned and actual job performance can be clearly seen. Another advantage is the timing – training can be provided just when needed. And last but not least, the need for some extra equipment is not so high. Fletcher (1997) suggested methods of on-job training to be one-to-one instruction, coaching, mentoring, action learning, interactive video, workbook assignment, written report etc. Off-job training can also use some of these practices, such as mentoring and coaching, but it uses also other methods such as lectures, presentations, demonstrations, role-plays, online learning as well as private study from articles and books. (Hackett, 1997) Off-job training is skill-focused and often helps to make sure that participants know the basics as well as practice those. It can also be “an employee specification” for recruitment (Hackett, 1997: 71) and therefore is often used as a part of induction and orientation prior to on-job training. Its benefit is that it allows participants to practice their skills or develop a new competence without reducing quality or slowing output. (Harrison, 1988)

Trainer should bear in mind factors that make people learn while designing the training. Forsyth (1992) suggested those to be effect, forward association, belonging and repetition. People accept the message of training more readily if it is sited as something that will affect them. Also it is easier for them to learn if they have prior personal experience or knowledge of subject. Forsyth (1992: 32) also emphasizes that people “tend to remember things in the order in which they are communicated, learned or subsequently used”. And last but not least, the learned subject has to be repeated – not only verbally but also needs to be approached in a different way. The first two factors are the most important because they represent what makes training relevant to the learner’s job.

2.3.3 **Training delivery**

The third step is delivering the training. There are certain differences related to a size of trained group. This paper will concentrate on a small group approach since the research and the whole dissertation is linked to the small organization with less than twenty employees to be trained. There are two important parts of training in a small-group approach. (Hardingham, 1997: 83) The first is the training itself, the second is the role of a team. As training session is usually delivered in groups, the group itself offers more opportunities for learning, such as discussion, brainstorming, different exercises, role play etc. than educational teacher-student approach. (Hardingham, 1997) However, the role of trainer is extremely important because he guides the session. Therefore trainer should fulfill certain “skill standard”. The mistakes that trainers sometimes do are an adoption of a “highly directive style of teaching”, making unrealistic presumptions about the knowledge of trainees or failing to estimate the level of knowledge at first place. (Buckley and Caple, 2004) Other trainer’s faults often are lack of verbal skills, displaying intolerance or impatience, trying to teach too much too fast, lack of interest in trainees or sociability, not caring about his appearance or inability to accept criticism or advice on his methods of teaching. (Harrison, 2009; Buckley and Caple, 2004, etc.) On the other hand, participants appreciate if trainer is able to demonstrate “technical competence” in the taught area, be a good listener and questioners, show interest in people, demonstrate natural ability to teach, or if he is flexible in using training strategies and tactics. (Harrison, 2009) Trainer should also encourage trainees to picture themselves performing their job while using skills they have learned. To conclude, Bentley (1991: 46) claims that “trainers are responsible for providing the very best learning opportunities for the people whose needs have been recognized”.

2.3.4 Evaluation of the training

The last phase of the training process is an evaluation of the training session. Training is effective only if it brings results. To evaluate a session a question ‘Has the performance improved?’ has to be asked. (Fletcher, 1997) Buckley and Caple (2004) identified five levels of evaluation. Those are “reaction, learning, job behaviour and performance, organizational outcome and return on training investment.” (Buckley and Caple, 2004: 211) Reaction simply expresses how participants and trainer reacted to the training, their feelings about value of the session. It includes not only reaction on other participants and trainer, but also a reaction on pace and volume of the training, on tutorial style, methodology, and their ‘likes and dislikes’. Learning level stands for knowledge and skills learned; it reflects the level of fulfillment of ‘knowledge and skills objectives’. (Harrison, 2009) Level of behaviour and performance evaluates “how far former trainees have applied their learning to improve their job performance” (Buckley and Caple, 2004: 212) In other words, how far has the training met identified needs. Organizational outcome describes if and how training influenced or improved organization performance (i.e. increased profits, reduced costs). Last but not least, return on training investment determines if the investment in training paid off compared to costs. There have been also several methods how to evaluate the training. (Forsyth, 1992) Some of the most used methods are questionnaires, reviews on regular basis, tests, case studies, interviews, supervised performance etc.

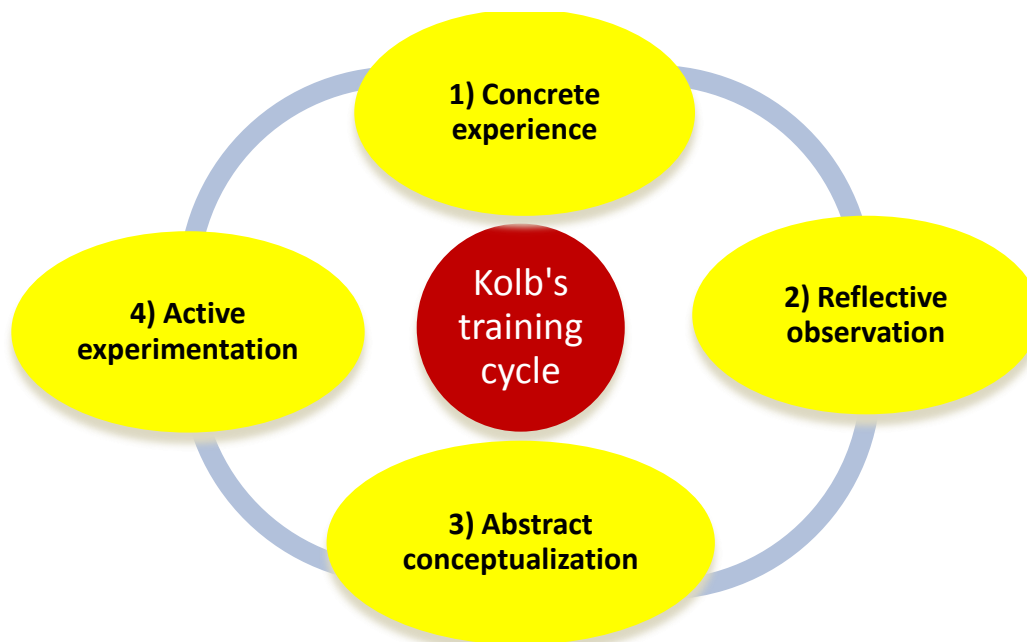
The principle of the training and its stages could be concluded by a Plan-Do-Check-Act Cycle framed by Costin (1996). In the stage of planning training it is important to understand the situation, analyze data and work on improvement options. Stage “Do” stands for implementing the improvement and therefore for training delivery. There is a time for evaluation in stage “Check” and in the last phase, Act, managers should implement the information gained in evaluation and further work on it.

2.4 Training and learning theories and styles

As the main purpose of training is to learn and to gain or practice a certain ability or knowledge there is a high diversity of people in this area and their learning styles and techniques differ. Different schools of learning theory were examined and analysed and it was

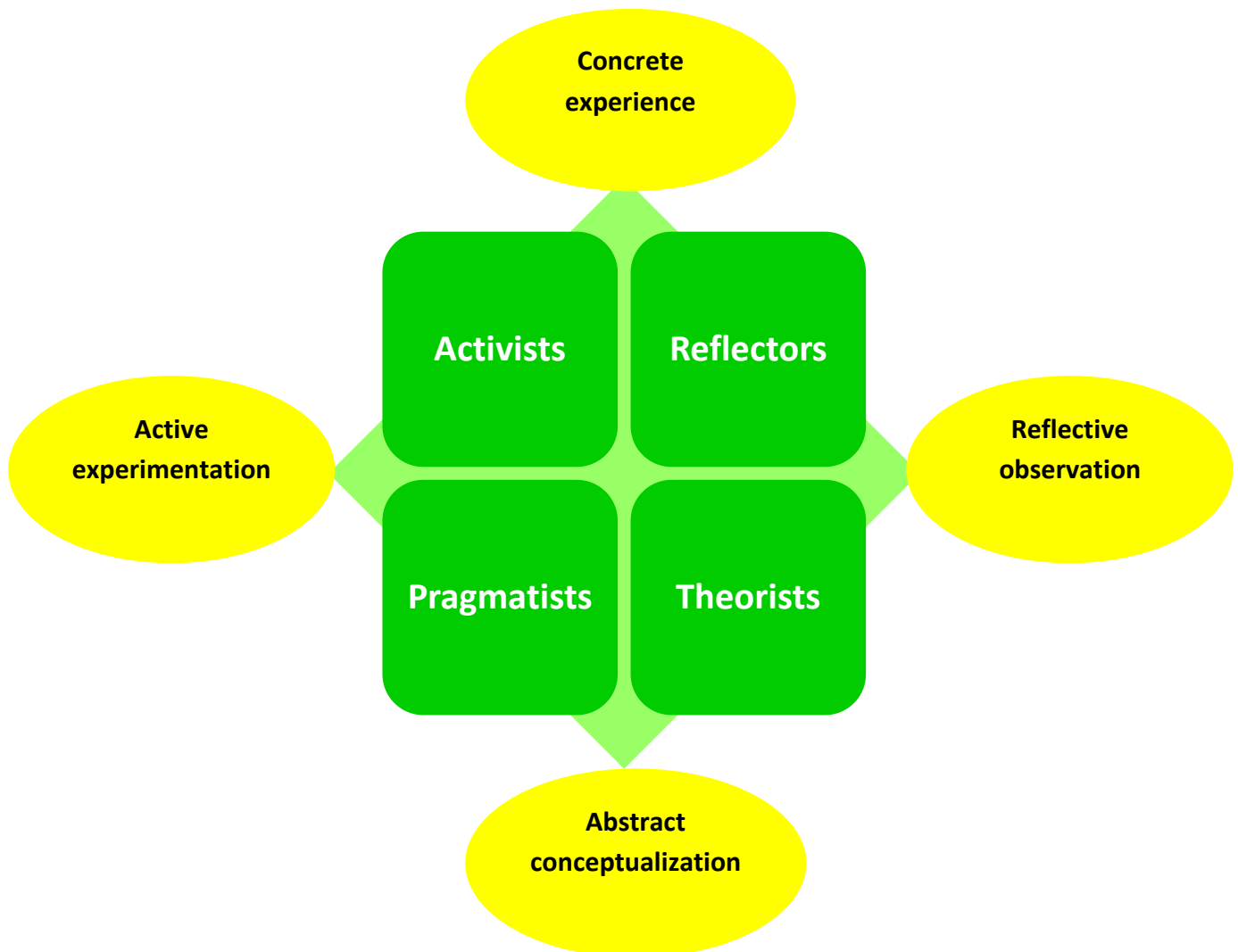
concluded that no learning theory is adequate and comprehensive for everybody and all situations. (Mailick and Stumpf, 1998) Learning theory should be used only as a guide for designing the training so it could be more effective. Mailick and Stumpf (1998) state that the theory should have “plausibility and a reasonable degree of testability of usefulness, beyond being explanatory.” (Mailick and Stumpf, 1998: 15) Harrison (2005) says that theories exist to help initial understanding, they give a structure to ideas, they also propose “explanation of actions and events” and improve problem-solving skills. (Harrison, 2005: 9) She also suggests that theories are product of either “reflections on experience”, “testing of experience” or “generalizations from experience”. (Harrison, 2005: 9) Therefore, Harrison considers experience to be the base of learning. She builds her arguments on Kolb’s learning cycle based on his theory of experiential learning. It is based on the fact that learning is provoked by an interaction of learner with his or her environment. (Bratton and Gold, 2003, Kolb et al., 1979) In his learning cycle Kolb (1984) identified four stages of learning – concrete experience, reflective observation, abstract conceptualization and active experimentation, also simply known as experience, reflecting, theorizing and experimentation. (Kolb, 1984) Kolb stresses that all stages of the cycle should be completed so that learning may occur. Otherwise, learners may not step on the ladder leading the higher and finer levels of awareness that could be called development. (Bratton and Gold, 2003) Bratton and Gold (2003: 344) interpreted the process of Kolb’s learning cycle and said that it was a process of “transformation of the impact of experience on the senses, through internal reflection” which allows “the emergence of ideas” that can be implemented into the outside world via new actions. Ramsden (1988: 230) suggested quite the same thing saying that learning is “a qualitative change in a person’s way of seeing, experiencing, understanding and conceptualizing something in the real world.”

Illustration adapted from Kolb (1984) *Organizational psychology: readings on human behaviour in organizations*



Many other theories were developed based on Kolb's experiential learning theory. One of those is the theory of Honey and Mumford (1992) who further developed Kolb's cycle. Based on Kolb's suggestion of combining the characteristics of learning, viewed as passive, with active problem solving Honey and Mumford defined four types of learners. They recognized activists, reflectors, theorists and pragmatists. Activists learn best having a chance to "have a go" with no or only little preparation, they are willing to take risks of their behavior. Reflectors build their learning on listening, observing and subsequent analyzing of experiences explaining what happened and why. Theorists are able to develop a theory or concept based on their analysis. They often do prior reading and therefore are able to put together various pieces of information. Pragmatists value only the information they can relate to and apply on practical tasks. On the other hand, they have a positive attitude and are willing to use whatever they learn; they always find a way how to apply gained skills in a real situation. Honey and Mumford (1992) also emphasized that if learners recognize their strengths and weaknesses it enables them to choose the learning style that suits best their abilities, and also it allows them to make a decision to improve their weak learning stage of their learning cycle.

Illustration adapted from Honey and Mumford (1992) *The manual of learning styles*



Kolb's definition of the learning cycle showed the importance of experiences for successful learning. However, the basics of experiential learning were given much earlier. John Dewey (1859-1952) recognized learning to be most effective when it is "self-directed, guided by the theory" and the feedback from mentors is provided. (Mailick and Stumpf, 1998) He also suggests that learning is not effective if the learner does not recognize and adopt the behavioural change as desirable as the major objective of practically all education and training is to change behavior of participant. Dewey identified a three-phase learning process, in which experience is the starting point followed by the second phase containing activities

determined to review and generalize gained experience. In the third phase the evaluated experience is tested in practice. Basically side by side, Kurt Lewin, a German-American psychologist, developed a five element learning cycle consisting of abstraction, concrete implication, experience, observation-feedback and reflection. (Mailick and Stumpf, 1998) He also agreed with Dewey that learning occurs when experience is analyzed and new validate theory is developed; that provides a new insight.

It is also important to mention the term “andragogy” that gained its position in the sphere of education and training. Malcolm Knowles (1913-1997), the adult American educator, claimed that the term “andragogy” indicates adult learning theory as distinguished from “pedagogy” for children. (Mailick and Stumpf, 1998) Knowles developed a four-element cycle of adult learning. Its stages are “a concrete experience, analysis of the experience, derivation of explanatory concepts and models, and concrete experience to test the models.” (Mailick and Stumpf, 1998: 48) Knowles claims that adults tend to be self-directed as they are well experienced. They concentrate on application of learned objectives as it is the most motivating inducement – to use new learning in practice.

As may be seen, all of the mentioned above theories are based on experience and its analysis, ability to change personal behavior and to use the gained information in practice. Experience is partially a basis of the Callan method, a special direct method developed for teaching foreign speakers English.

2.4.1 The Callan method

2.4.1.1 Introduction of the Callan method

Callan method is a direct language method developed in 1960's by Robert K. T. Callan in the Great Britain. It is a direct method of teaching English and it focuses on teaching foreign speakers. It is based on an idea of Mrs. Hodgson, London University Instituted of Education's lecturer, who believes that “language is essentially speech and therefore should be taught orally”. (Newmark,1960a) In 1960's there was a movement of academic beliefs from teaching the language by “classical approach” emphasizing the importance of grammar and writing, to open direct methods focusing on speaking and comprehension skills. It was not easily implemented since many scholars opposed the opinion of people speaking without deep understanding of the language grammar. Defenders of direct teaching built their arguments on

child learning; children are able to learn a language without taking notes and grammar knowledge just by listening and putting words together. (Newmark, 1960b) They proposed that children are not punished for making mistakes, only corrected and “smiled upon what they get right”. (Baker, 1977) They also supported teaching without further explanation of what was not necessary for progress at the moment. On the other hand, opponents of this approach strongly disagreed with teaching adults the same way as children. They said adult learner has already obtained certain “powers of reasoning, abstraction, generalization and symbolization” and therefore those should be used in learning another language. (Baker, 1977) They agreed that child learns without grammar, but reminded the public that all proponents of direct method never mentioned that it takes several years for child to learn to speak even though it is a ‘full-time learner’.

However, despite all these discussion the direct method became popular and many forms were developed for various languages. The dissertation focuses on the Callan method that was specified for teaching English. First, it spread around Europe as mainly in 1980’s the number of Europeans studying English highly increased. (Francis, 1989) The need to study was the most massive in Southern Europe as it was seeking assimilation into the Community. Many countries including France and Italy also realized that “English is the entrée” into wider global markets. (Francis, 1989: 7) Western European countries set obligatory studying of foreign language, mostly English; Scandinavian countries have virtually English as a second language and the whole idea of English being the gate to the rest of the world reached also the Eastern European bloc. English stopped to be “seen as the language of the colonialist past but... of future economic independence and liberation”. (Francis, 1989: 9) But with this English boom a problem of badly designed courses and little experienced lecturers arose. (Taylor, 1971) The Callan method concentrated on this problem and as a result it offered both complete English course and teacher guide how to correctly teach English. Licence to teach by this newly developed method began to be sold to countries around the world and gained popularity and success. One of the reasons why students became so comfortable with the method also was that it had much higher statistic rates of passing Cambridge, state-school of university exams than other schools and methods. Although the average passing rate of these exams is set around 70%, the pass rate of those who studied English by the Callan method is estimated to be 95%. (Callan, 1963)

2.4.1.2 Structure of the Callan method

In order to explain the importance of a proper training for the Callan method teachers the basic structure of the lesson needs to be described. As there are not many publications about this issue, the following part will be based mainly on the Callan method textbook (Callan, 1963) and on internal materials of 1st English, s.r.o., the company where the research (training analysis) will be done.

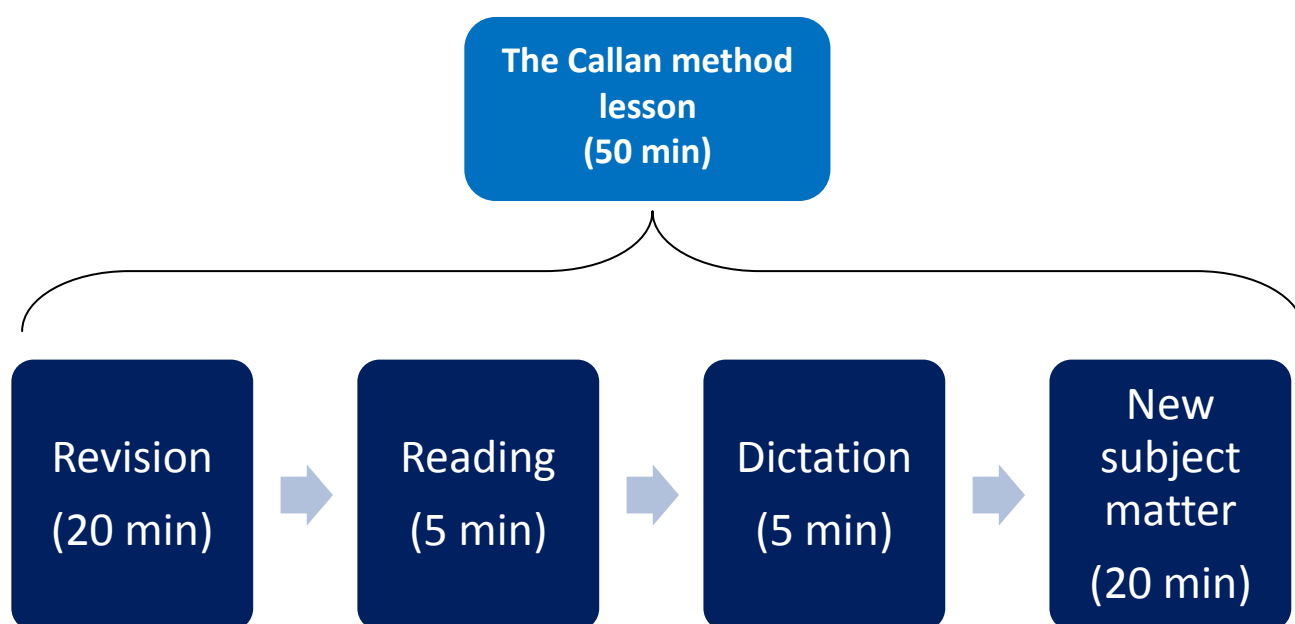
2.4.1.2.1 Lesson structure

As said before, the Callan method promotes the natural way of learning the language, the ‘child way’. Therefore, students first listen to teacher speaking English, consequently they begin to speak themselves, later they learn how to read and in the end how to write. (1st English, s.r.o., 2009) The whole method is basically a detailed system of questions and answers and further repeating. Teacher is asking and student is answering.

Each lesson has got fifty minutes. The first twenty minutes of every lesson is dedicated to revision of subject matter from past few lessons, next five minutes is spent by reading, another five minutes is devoted to dictation and writing, and last a new subject matter is being explained in last twenty minutes. (Callan, 1963)

The whole system is divided into 12 stages and covers all the knowledge necessary for knowing English on upper advanced level. A complete beginner who may not know a word of English, starts his studies at stage 1 and works his way through to upper stages. There is always a possibility of repeating certain stage that causes problems. Also, students do not always have to start from the beginning, but may join the Callan method classes at the level they have achieved by studying English by some other method somewhere else.

The Callan method not only guarantees passing many kinds of international exams, it also guarantees that students learn four times faster compared to standard ways of teaching. (Callan, 1963) This can be achieved only if teacher strictly keeps to the Method.



2.4.1.2.2 Requirements on teachers

Callan (1963: i) himself states that the Method can be successfully used both by professional and non-professional teachers “of any nationality without qualification or experience.” However, teachers still need to have a good knowledge of English and be enthusiastic about teaching and working with people. As a result, many private language schools using this Method choose to recruit young people as teachers.

Besides teacher strictly keeping the timing of the lesson there are few more issues that need to be done as designed. Teacher needs to be punctual, keep certain dress code. He should be standing in front of his class, walking around, as if he sits down, he is much less dynamic. Teacher should not wait for student to answer the question, he should “drag the answer out of the student”. (Callan, 1963: ix) There should be no moments of silence in the lesson, teacher should never stop talking. He should ask another question just a second after student answers the previous one. Another important rule is to correct the pronunciation. In order to do so, teacher himself should listen to the CDs and check the pronunciation before the lesson. (1st English,s.r.o., 2009)

2.4.1.3 The Callan method training

The Callan school of English in London offers teacher training programs for the language schools that bought the licence. However, it is not obligatory and usually it is only the concern of each language school to make sure that teachers are trained well and are able to use the Callan method properly. There are no detailed recommendations related to training.

2.5 Conclusions

The literature review provided a theoretical background of training in general as well as educational training and teacher training. It also described and explained the concept of the Callan method. All this information is crucial for the dissertation research as the aim of the dissertation is to analyze a training practice in a private language school, 1st English,s.r.o.

3 Methodology

3.1 Introduction

This chapter deals with the used research design, case study, and methods used to gain data that would help to answer the research objectives. However, first it discusses aspects of quantitative and qualitative research, differences between them and explains the decision about the chosen methods. It also deals with ethical issues as well as reliability, validity, practicality and generalizability of the research.

3.2 Research strategies, approaches and techniques

Researcher has plenty of options when deciding what strategy and methods he will use to gain data he needs. Each option has certain advantages and disadvantages, and it is up to researcher which strategy is the most suitable and appropriate for his research. (Denscombe, 1998) Therefore, different approaches to research are decided on because they are “appropriate for specific aspects of investigation and specific kinds of problems.” (Denscombe, 1998: 3) Those decisions should be taken before the research begins. However, Arbnor and Bjerke (1997:5) adapted in Blaxter et al. (2006: 58) say that there is no certain empirical or logical way how to determine the best approach, and claim that “this can only be done reflectively by considering a situation to be studied and your own opinion of life.”

3.2.1 Qualitative vs. quantitative strategy

To categorize methods and methodologies of the research, Blaxter et al. (2006) define two research families (strategies). These two research families include two sub-sections: decisions have to be made between quantitative and qualitative approach, and also decide between deskwork and fieldwork. Fieldwork means going out to do the research, deskwork stands for running the research in the laboratory, office or library. Punch (2005: 3) defines quantitative research as “empirical research where the data are in the form of numbers” while qualitative research “is empirical research where the data are not in the form of numbers.” Differences between quantitative and qualitative approach are best shown in the table adapted from Oakley (1999: 156).

Table: The differences between qualitative and quantitative research

Qualitative research	Quantitative research
<ul style="list-style-type: none"> • Concerned with understanding behaviour from actors' own frames of reference • Naturalistic and uncontrolled observation • Subjective • Close to the data: the 'insider' perspective • Grounded, discovery oriented, exploratory, expansionist, descriptive, inductive • Process-oriented • Valid: real, rich, deep data • Ungeneralizable: single case studies • Holistic • Assumes a dynamic reality 	<ul style="list-style-type: none"> • Seeks the facts/causes of social phenomena • Obtrusive and controlled measurement • Objective • Removed from the data: the 'outsider' perspective • Ungrounded, verification oriented, reductionist, hypothetico-deductive • Outcome-oriented • Reliable: hard and replicable data • Generalizable: multiple case studies • Particularistic • Assumes a stable reality

However, there are also certain similarities between the qualitative and quantitative approach. Qualitative data often contains quantification statements, such as less than, more than etc, and quantitative approaches can collect also qualitative data via open-ended questions. And although the qualitative approach is mostly used for theory generation, it can be well used also for testing hypotheses and theories like quantitative approach, and vice versa. For the purposes of this dissertation study, qualitative approach was chosen as the main aim of the study is to analyze company's training situation.

3.2.2 Research approaches

The most often used research approaches, or research designs experiments, surveys and case studies.

3.2.2.1 Experiment

Bowling (2002: 216) says that the experiment is “a situation in which the independent variable is carefully manipulated by the investigator under known, tightly defined and controlled conditions, or by natural occurrence.” It is one of the basic scientific methods, however it has been used also in psychology, economics, health care and education. However, the experiment was not chosen as the research design because the dissertation research needs to be done in natural not manipulated environment. Also, experiment is not recommended for ethical issues about experiments involving people.

3.2.2.2 Survey

Runkel and McGrath (1972: 108) define survey as “a strategy for gathering observations in behavior settings where the behavior observed is not intrinsically connected to the setting.” Denscombe (1998) emphasizes that survey have a broad and inclusive coverage. It usually relates to the “present state of affairs” (Denscombe, 1998: 6). It is usually used for quantitative research although its use in qualitative approach is not excluded. However, the survey was not chosen as the research strategy for one reason: it provides too wide view with broad data collected whereas for the purposes of the dissertation study detailed and in depth data, which cannot be collected by survey, are needed.

3.2.2.3 Case study

There are several reasons why case study was chosen as the most suitable research strategy. Denscombe (1998: 30) says that the main principle that defines the case study is “its focus on just one instance of the thing that is to be investigated.” Case study examines cases occurring naturally under no special, artificially set circumstances. (Gomm et al., 2000) It is able to focus on details and inspect the situation in depth. Therefore, researchers are able to obtain a solid view. As Denscombe (1998: 31) emphasizes, “case studies tend to be ‘holistic’ rather than deal with ‘isolated factors’”. Gomm et al. (2000) agree and add that gathered information contains many different features that together offer unified picture of the whole situation. There are also many methods available for data collecting and it is up to researcher to choose the most appropriate method or methods as more methods can be used. (Yin, 2003) Other advantages of case study are that “data are drawn from people’s experiences and practices”, and therefore those data can be “more persuasive and more accessible”. (Cohen et al., 2000: 184) Those data can be also archived and used for further research work as they can be always further analyzed.

3.2.3 Research techniques

When designing the research following techniques were considered for data collection: interviews, observations and questionnaires.

3.2.3.1 Questionnaires

Questionnaires are one of the most popular and widely used research techniques. It is most used for the research when there are a large numbers of respondents involved, in various locations and also when there is a space for delays which tend to be common problem when using this technique. (Denscombe, 1998) They usually contain questions about both facts and opinions. The problem that questionnaire method faces is also response rate as never all sampled respondents answer.

Since questionnaire tends to be used mostly in quantitative research, this method was not suitable for the dissertation research. The company where the case study was led is rather small with less than twenty employees. Also, questionnaire is not suitable for collecting such detailed information as needed.

3.2.3.2 Observation

The method of observation was not used from few obvious reasons. As this method is quite time demanding and costly it was impossible to use it since the dissertation is being worked out in the UK and the examined company is situated in the Czech Republic. However, if it was not for such obstacles and limitations, observation method would be considered as one of the suitable methods. As Denscombe (1998: 139) says, “it does not rely on what people say they do, or what they say they think” as it is more straightforward. It is based on the idea that it is best to observe what really happens rather than ask people. (Blaxter et al., 2006)

3.2.3.3 Interviews

Interview, particularly structured and semi-structured interview, was chosen as a most suitable method for data collection and further qualitative analysis. Since the chosen company operates in the Czech Republic, it was decided to do the phone interviews as the best choice from possible options. Interviews were recorded and transcribed for the purposes of the dissertation.

Flick (2007:1) describes a research interview as “an inter-view where knowledge is constructed in the inter-action between the interviewer and the interviewee.” However, Denscombe (1998) emphasizes that general communication skills are not sufficient enough for research interview. He claims that interviews engage “a set of assumptions and

understanding about the situation which are not normally associated with a casual conversation.” (Denscombe, 1998: 109) The main reason why interviews were chosen to be used for this research is that collects more detailed information with insight into the topic from a smaller number of informants, which is crucial for this training case study. Rubin H. and Rubin I. (2005) suggest that the purpose of interviews carried out to collect data for case study is “to find out what happened, why and what it means more broadly.” In other words, the interview often helps to discover causes, to explain those and implement them into broader process. Interviews are often used for their flexibility, for the in depth information they provide, for revealing not only facts but also feelings and fictions and having a high validity at the same time. (Buckley and Caple, 2004) On the other hand, Denscombe (1998) stresses that gained information may be influenced by interviewee’s personal attitude and subjective feelings as well as by possible difficulties with expressing those in words.

For the purposes of the dissertation study, three interviews were designed. One interview was for the CEO of the company and was semi-structured with some room left for additional questions that would rise from the conversation. Second interview was designed for the methodologist and trainer in one person. It was also semi-structured. Third interview was on the other hand strictly structured as it was designed for teacher trainees in the company. This interview was conducted with fifteen people and it was desirable to obtain same-structured answers.

3.3 Ethical issues

Some ethical issues need to be taken in account when designing the research. Saunders et al. (2003) gives few examples of those research issues as follow: participant’s privacy, his voluntariness as well as anonymity and confidentiality.

Interviews do not provide space for anonymity and confidentiality as they often need to be accurately addressed, such as chief executive, managers etc. There are other ethical issues arising with interview method. Often the interviewer’s sex, age and ethnic origins have an impact on how much are people willing to share, what information they provide and how honest they are. (Denscombe, 1998) People also may have certain personal prejudices, feel embarrassed or defensive about certain type of questions. Interviewer’s self-presenting style is also essential part of the whole process. The most important issue related to the interview method is the informed consent statements that should be signed by interviewees prior to conducting the interview. According to Rubin H. and Rubin I. (2005: 104) the informed

consent statement illustrates “the purposes of the research, provides background on the researcher, and points out the benefits and possible risks to those involved.”

Interviews designed for the purposes of this dissertation follows aspects of ethics – the interviewees were informed in advance how long the interview is going to be and what it would be related to, what topics would be discussed and they agreed the phone appointment. They also knew what the objectives of the research are, and could voluntarily decide what information they would provide.

As a result, the designed research strategy meets the requirements on ethical standards.

3.4 Reliability, validity, practicality and generalizability of the research

Reliability is considered to be one of the weaknesses of both interview and case study. (Denscombe, 1998) Particularly interview has to deal with the problem of consistency and objectivity. The collected data always contain attitudinal elements of individuals involved, and therefore it opposes the concept of reliability.

Validity, on the other hand, is quite high. Since interview provides direct contact, it enables data to be checked for its relevance and accuracy while being collected. Robson (2002) also states that validity can be improved if participant is familiar with the tools used for the research and those are easy for him to use. Therefore, if interviewer presents himself in a good manner and is willing to work with interviewee and provide further explanation of questions if needed, the results should reach high level of validity. However, there is always an option of interviewee giving misleading or dishonest answers that interviewer may not recognize. In such case, the validity of the research would be threatened.

Practicality, in this case, deals with environmental elements. Time was a significant component as interviews are often time demanding in order to gain detailed information, and transcribe it in next step. Another key element was a distance. Since it was not possible to meet in person to conduct the interviews, those had to be done on the phone.

Experts argue whether it is possible to generalize the results of case study. Denscombe (1998: 36) claims that “although each case is in some respects unique, it is also a single example of a broader class of things.” Yin (2003) supports this thought and adds that the extent to which the case study can be generalized highly depend on how similar it is to the other case. The

case study of training analysis could be generalized to the extent that it links to the language schools that use the Callan method, and therefore need the same teacher training.

3.5 Research development and implementation

As the semi-structured and structured interviews were chosen as a method for collecting data, there were both strict set of questions and space for additional complementary questions that rose from the conversation in the semi-structured interviews, and firm set of questions in the structured interview.

There were developed three types of an interview guides. The first one was for the chief executive of the firm. The questions aimed general information about firm, its existence and activity, current firm's employee situation and its training practices. The second interview guide was designed for the teacher trainer, methodologist, and was focused on staff information and the teacher training. The third interview guide was drawn to address teachers-trainees to gain a feedback on the teacher training they experienced.

All of the questions were designed in the best possible way to meet the research objectives. For complete interviews one and two see the appendices.

3.6 Pilot study

After the interview guides were developed, they were discussed with a member of university staff as well as with a HR consultant from the consultancy and educational agency in the Czech Republic. The "feedback evaluation interview guide" for trainees was also piloted by three people who have similar characteristics as trainees, the target group.

The main aim of the pilot study was to find out if designed questions meet defined objectives, and therefore if questions lead to obtaining information needed for result analysis. Secondly, it was highly important to make sure that questions logically follow each other so that interviewee is able to pursue given question stream. If it was not ordered correctly, it might lead to unnecessary mistakes and inaccurate answers that might mislead the final view at obtained results. Lastly, general comprehension to questions needed to be tested. Questions need to be easily understandable so that the interviewee does not have to think about its meaning and is able to fully answer the question.

As a result of the pilot studies, few questions were dropped since it was found out that they were not necessary for the analysis and did not directly match the objectives. On the other

hand, there were few questions added in order to get more detailed facts and better insight onto the situation in the company.

Because the research itself was being conducted in the Czech Republic, after piloting the English version of the interview guides those were translated into Czech language and discussed again with the same consultancy and educational company in the Czech Republic as was the English version. This step was taken from one main reason. Although the research is conducted in the language school teaching English, interviewees may be struggling if they had to express themselves straight in English. They may not know the training terminology and as a result, findings could be misleading and therefore not valuable.

3.7 The research

After the pilot study was done, the research itself was conducted using the experiences and improvements from the pilot study. Appointments for the phone interview were made and those interviews were recorded as well as notes were taken during the interviews. Interviewees were the chief executive, methodologist-trainer and newcomer teachers-trainees.

The research took place in spring 2010 in the private language school teaching English by the Callan method in Ostrava, Czech Republic.

3.8 Limitations

Limitations of the research stand for all different kinds of difficulties that the researcher has to face and overcome in order to receive the best possible results. Those limitations may have an impact on results' validity, reliability, practicality as well as generalizability. Therefore, those limitations should be as minimized as possible, if not overcome. However, their presence is unavoidable.

One of the biggest limitations was time. Not only are interviews time demanding regarding preparation, design, interview itself and its analysis and evaluation, but also the time provided for the whole research was quite short. If case study was to be analyzed properly in detail and also viewed as a complex system, much longer time would be needed. Therefore, slight inaccuracies need to be taken into account.

Another limitation is access to firms' documents as companies are not usually open to share all the information. It is often viewed as interference into their privacy. Also as the interviews

were recorded, some interviewees may have not felt comfortable and therefore their responses could be influenced by this fact. (Blaxter et al., 2006)

A crucial limitation also was a distance. It was hard to manage interviews via phone since there was no face-to-face contact, questions needed to be explained only by words, there was not a possibility of using visual aids. The possibility of communication noise was highly likely to happen. Also, the responses and therefore results were based only on what interviewees said, not on their body language or behaviour. This fact is a problem of interviews in general. (Denscombe, 1998) Denscombe (1998) emphasizes that what people say is not always what they really do. They choose what they want to say and what they say does not necessarily have to reflect what they think or really do.

Last but not least, collected data could be the base of misunderstanding and incorrect analysis if not being examined carefully. As mentioned above, interviews often reflect personal opinions, values and stands towards the situation being analyzed. If those were given too much importance, it could, again, lead to incorrect analysis of data, and as a result wrong recommendations might be stated.

All these limitations need to be carefully considered and kept in mind when analyzing and interpreting the results of the research.

4 Research result and analysis

4.1 Introduction

This chapter presents findings and results of the dissertation study that takes a look at a training practice, particularly analyzing a training performance in one private language school in Ostrava, the Czech Republic, which uses the Callan method for teaching English. This method needs in depth training prior to becoming a Callan method teacher. This chapter will first describe and later analyze findings obtained in research. Attention will be paid especially to addressing the main objectives of the study:

- To analyze and evaluate the system of training of new teachers used nowadays in the private language school using the Callan method
- To find main causes of teachers' possible unsuccessful performance and relate them to the training provided
- To find possible better alternative of teachers' training system

As interviews, both structured and semi-structured, were used for data collection, the qualitative approach is taken for data description and analysis. In such approach obtained qualitative data should be categorized in order to achieve the best starting position for analysis. (Denscombe, 1998) For the purposes of the study interview responds will be categorized into four stages – the four main stages of systematic approach to training – and each stage will be discussed in particular. At the later phase of analyzing these four stages results from all three groups of participants will be put together and discussed followed by recommendations on current training situation in the company.

However, to provide detailed description and explanation of gained data, depiction of profile of participants is necessary. Afterwards, research findings will be categorized, described and finally analyzed and discussed.

4.2 Profile of participants

As case study for the purposes of the dissertation was conducted in a private company aiming to analyze its current training situation, participants of the research were company's workers. However, three types of interview were led. First, an interview with the Chief Executive Officer and owner in the same person of the company was done. She was asked questions not

only about company's existence and activities, but also about company's teacher staff and her opinion about the company's training. Secondly, interview was led with the main methodologist and trainer of the company. She was questioned mainly about the training, its stages as well as staff information. Last but not least, interviews with teacher trainees who went through the process of training took place as well. They were asked to evaluate the training session (its content as well as delivery and the person of trainer). As the company has 15 teachers-trainees, it was very time-demanding procedure to manage interview with everyone. Therefore, those interviews were strictly structured with only little space for additional comments in order to receive the same-structured respond from everyone.

4.3 Interview results

First, the study will concentrate on describing the general situation and environment of the company and its staff condition. Next, it will focus on each of three kinds of interviews that were conducted (interviews with CEO, head trainer and trainees) and describe their results.

4.3.1 Company situation

The company has been in existence since January 2008. Its activities are focused on products related to teaching English. Its main focus is teaching English by special direct language systems like the Callan method. Offering such courses is still quite exclusive in the Czech Republic, and moreover the company concentrates on clients who appreciate offered and guaranteed quality paying higher price. Its target groups are both individuals and other companies who want to have their employees educated in English.

The company is settled in city centre, however, have quite small office space and therefore the courses capacity at this place is limited. As a result, company aims to broaden its 'clientele of firms'. However, to be able to do that it needs to ensure it is able to guarantee the quality of its courses and exclusivity in general.

The company has fifteen teachers at the present and all of them have gone through recruitment and training process. Teachers are from eighteen to thirty-four years old. Two teachers out of fifteen have got secondary education and thirteen teachers either study to gain their degree or already gained one.

Company's recruitment is dependent on the number clients and of lessons taught. Therefore, the company necessarily recruits teachers when the number of lessons increases. As a result, the company recruits new teacher about three times a year. The recruitment process has several parts. There is an interview in English with the methodologist, a written examination to test candidate's language grammar and an interview with the top management of the language school. The minimal requirements on teacher candidates are to have a certificate from English national level exams or Cambridge certified examinations (level FCE or CAE).

Out of fifteen present teachers only three are full time workers and twelve are part-time workers, mostly students, therefore teaching is not considered their primary career. Recently the company has only female teachers, however it is just a coincidence and not purpose. On the other hand, the company has been suffering a slight increase in staff turnover. During past year, the company hired seven new teachers while had to let go five.

4.3.2 **CEO interview**

The CEO of the company is in this position from the beginning of company's existence. As she established the company, she is also the company's owner. The aim of the interview was to find out her opinion and stand on the company's worker training, how does the training look like, its importance for the company and costs of such training, so that analysis of the company's current training situation could be worked out. She was also asked questions about the company situation and environment which were described in previous chapter.

As she chose the Callan method teaching as a product that the company offers and fully understands it, she is completely certain about the personality that Callan method teacher has to have. Person that the company accepts to the teacher team needs to be a dynamic, flexible, creative, innovative as well as responsible and reliable. She also stated that to be successful teacher needs to have a charisma and be able to involve student into the whole process of teaching.

When talking about the objectives of the initial training, she claimed that the methodology of the Callan method needs to be properly introduced and explained so that teacher can understand it fully. He should also adopt lesson's processes of the Callan method, gain self-confidence so he can fairly present himself and demonstrate the ability to be "a lesson leader". However, when asked about the length of the newcomer training, she was not really positive

with her answer. She said the training lasts up to twenty four hours (three days), and recommended to ask the methodologist for further information. She understands training to be an activity necessary for maintaining and development of skills and abilities, as well as fixing imperfections and their improvement. Those imperfections and training objectives are consulted between the methodologist (trainer) and management of the company, based on clients' feedback (their satisfaction).

Question about the training methods and techniques was answered as well. The CEO stated that training techniques are then designed to fit the objectives of the training. Usually the training contains explanation of the theory of the Callan method, an illustration of typical exemplary lesson and practical exercises.

She claimed that the main difference in trainee behavior and skills is expected in his overall performance. Again, she emphasized that teacher needs to fully understand the concept of the method, be able to use it practically and needs to be self-confident and secured about that. Therefore, when she was asked about the advantages that come from training for the company, she said that main assets are more qualified and sophisticated workers able to maintain or even raise the quality of the company's product.

As a CEO of the company, she does not have a deep insight into training process, does not know stages of training step by step. On the other hand, she was able to give information about the methodologist (trainer) of the company. She suggested that the methodologist needs to have experiences with different methods of teaching a language, and needs to know English on upper advanced level. She also said, that methodologist's competencies and abilities to train others is examined by an external consultant, concentrating on methodologist's self-presentation, appearance, body language as well as on linguistic aspect (knowledge of language).

Another part of the interview was about the training evaluation. As a head of the company, she does not participate in evaluation immediately after the training when the evaluation is more based on whether new teachers understood the method and were able to use it on their own. The CEO evaluates the training three times a year considering what impact it has had on the company results (financial, image brand etc.). In case of not fulfilling the objectives and outcomes not being as predicted and expected, training audits take place and it is examined what are the causes of failure. If the teacher does not perform as expected as a result of his

own irresponsibility or intended ignorance, he is first warned twice (consultation) and if the situation does not improve, he is fined financially. If there are other causes besides teacher's attitude, further training and consultation is strongly enforced.

She also stated that the company evaluates how successful the training of newcomers was based on a scoring system. The teacher candidate collects such points during the whole process of recruitment and his results in the last part, initial training in form of assessment centre, are crucial. In the last part, teacher newcomer has to demonstrate what and how he learnt. He is required to teach a model lesson on his own. The CEO said that most of candidates are successful at this point and are able to perform well. They are also continuously supervised as they begin teaching their own courses. However, according to the company's statistics, there is a rate of 30% newcomer teacher failure immediately after the initial training.

Next, the question about the training costs occurred. The CEO said that the training costs are 15,000 CZK (£520) including costs on a one new teacher, fees on licence, fixed costs, costs of material and trainer etc. She also stated that these costs pay back in about six month period, depending on how frequently teacher works.

The interview then headed back to the training evaluation regarding clients' satisfaction. She said that the situation when a client was dissatisfied and complained on a low-quality performance of teacher or his attitude occurred. She said that the methodologist consulted occurred situation with the teacher and did more supervision in his lessons. Fortunately, the company has never really lost a client due to such problems since they always managed to solve the situation out.

The company regularly and continuously checks the teacher development by evaluative interviews both with teachers and clients, and also compares knowledge of clients (students) after certain period of time that were taught by different teachers.

Last but not least, the CEO was asked on her opinion about teachers' attitude towards training. She is convinced that teachers have a positive attitude towards training, and are motivated to work on their skills and keep improving.

4.3.3 Methodologist-trainer interview

The trainer of the company has been involved in teaching English by the Callan method for about two and half years. She started as a regular Callan method teacher in a different private language school. In 2009 she entered the studied company and gradually became a head methodologist and trainer for company's teacher newcomers. Her training practice is about one year long. She participates in the whole process of recruitment and training, and is responsible for its planning, designing and delivery as well as evaluating focusing on teachers' performance. Her interview was concentrating on staff situation in the company, and mainly on gaining details about the training methods and whole process in general.

One of the first questions led to criteria the company uses for teacher recruitment. She said that before hiring a new teacher they check his qualification via CV, written English test focused on use of grammar in practice, and personal interview both with company's management and in English with methodologist. She also emphasized that during those interviews both English speaking skills, interest and endowment in teaching and self-presenting are paid attention to.

She was asked to consider what the crucial factors in a newcomer teacher training were in order to provide effective lessons later. Her answer reflected an importance of motivation and showing an enthusiasm for teaching. As a trainer, she also stresses the need of proper preparation for each lesson at home.

Consequently, she was asked detailed questions about the whole process of training. The training always takes place in the language school building. She stated that the training itself takes fourteen hours split into two or three days. That covers the explanation the method, its understanding and model demonstrations. Then teacher starts teaching but as a part of the training programme he is supervised by the trainer in his lessons. Results of the supervision are always discussed.

According to the methodologist, objectives of the training are to develop an enthusiastic and reliable teacher who is able to give a high-quality and entertaining lesson. In order to achieve those, she tries to make training as practical as possible. Therefore, she implements many practical exercises and demonstrations besides theoretical explaining. As a result, teachers should become familiar with the Callan method and put the standard way of teaching English behind. She explains this "standard way of teaching English" as a lesson with teacher

lecturing, too many explanations, assigning plenty of useless exercises and almost no real conversations.

Consequently, she was asked to describe in details, step by step, how does the teacher training look like. First, there is what she calls “initial training” where she explains the rules of the Callan method, including methodology, principles and history, advantages and disadvantages of the direct method, training of teaching 1st stage (stages explained in the lit. review in the chapter about the Callan method) with emphasizing pitfalls and practical demonstrations. This initial training takes four hours. Secondly, teacher trainees have got time to prepare an assigned part from stage 1 and have to give a sample lesson to other trainees, methodologist (trainer) and top management representative. This phase lasts about two hours, depends on how big is the group of trainees. Usually, the group of trainees have from three to six people. In next four hours, trainer instructs trainees how to teach stages 2,3 and 4, again with containing demonstrations and explanations of difficult parts. Next, fourth phase of the training is that teacher trainees go to see a real lesson taught by an experienced teacher so they can obtain a complete picture of how the lesson should look like and how to use the method properly. In next step, teacher trainees give their first supervised lesson, usually to beginners. Based on their performance, they receive a feedback and if there is some unclearness, it is further explained. Teacher can be also repeatedly supervised on his next lesson.

Moving to evaluation of the training, she declared that when she supervises the teachers it is usually obvious what parts of the training were not sufficient. She supervises all the teachers, even the experienced ones and not only immediately after training but also later in time, on regular basis once a month using a Supervision Record Form (however, its structure is written in Czech language therefore is not unclosed in appendices, ed.). Consequently, she discusses the results of the supervision with the teacher personally. Teachers, however, do not take any further tests or exams, everything is discussed orally.

When talking about the training itself (content, design etc.) she said she keeps asking teachers whether the training was sufficient for them or not, what possible questions they could have and for their suggestions on training programme. However, the overall success or failure of the training can be clearly seen during the supervisions.

The follow up question then was about the steps the company takes in case of not fulfilling the training objectives. She said that besides her analysis of the reason for failure she also

discusses it with teachers and tries to see their point of view on this problem, e.g. why they think that lessons do not look as they are supposed to, what is their opinion on training, their suggestions, opinion on training sufficiency etc. She also stated that overall the company has had three unsuccessful newcomers that ended working in the company even before they really started. One of them was too lazy, the other two were , in her words, “not the personalities for teaching” since they were to “scared” of people, shy, could not take control of the lesson and at the same time be relaxed while giving a lesson.

She also has a good opportunity to ensure if clients are satisfied with newcomer teachers’ performance since she still teaches herself. Therefore, she can talk to clients personally and try to obtain information about teacher performance and clients’ satisfaction directly from them.

When asked what is in her opinion teachers’ attitude towards training, she said she hopes they find it very useful and see the importance of training for their future success in being a good teacher of the Callan method.

4.3.4 **Teacher trainees’ interviews**

Teacher trainees’ interview was aimed to find their satisfaction with the training, and how teacher trainees evaluate both the training and trainer.

First of all, all fifteen teachers agreed that the training was definitely useful for them. However, only twelve of them agreed that all the material covered on the training was relevant to teaching and their later job.

All of the teachers also had the same opinion on whether the training gave them all the information needed for teaching English by the Callan method. They said it was quite good but some parts were missing and had to be given further explanation later. However, their overall expectations of the training and concept of the job were met. Most of teachers were also quite comfortable with the length of the training.

The first question where answers differ little more was “Did you completely understand the content of the training?” Teachers said that they quite understood, but was rather difficult to apply when it came to practical part of training. At that point, they found out few obstacles and questions that needed to be asked and answered by the trainer.

Practical part of the training was found as the most useful by all teachers. Trainer's model demonstration of the method was also found very helpful. Also trainer's personal recommendations and oral discussion, as well as warnings on the problematic areas were highly appreciated. Teachers were highly motivated when they supposed to demonstrate how they understood the method, how they prepared their lesson and teach by themselves. On the other hand, there was not part that would teachers find rather useless.

Next set of questions was aimed at evaluation of trainer. Most of teachers rated the trainer very positively emphasizing trainer's general good manner when dealing with the group, and also trainer's enthusiasm about the session and explained topic was evaluated as very good. Trainer also answered well all asked questions. The only point that was criticized more was the amount of time that trainer provided teachers to prepare their model lessons. The time spent on questions and discussion could be longer as well.

The last part of the interview was dedicated to evaluating the training environment. Majority of them agreed that the room where the training took place was suitable for such training. It was managed in one of the classrooms where lessons usually take place, so teachers could become used to the environment and atmosphere of the whole process of teaching. Also the size of the room, temperature, ventilation, light etc. were good. Some refreshment was provided as well. The only thing that could cause a communication noise and decrease the value of training is that the language school building is situated on one of the noisiest street of the city with much traffic.

To conclude, the overall trainees' opinion on training is that training is quality, they have a positive attitude, however, some suggestions for improvement were made.

4.4 Conclusions

The aim of results and analysis chapter was to describe the results that were gained from different interviews. Results depicted the situation in the company, and thanks to interviewing the CEO, the head trainer (methodologist) and trainees it was managed to get quite detailed information about the newcomer teacher training and processes related to it. Obtained results will be discussed and linked to the literature review.

5 Discussion and recommendations

The research results have shown that there have been certain issues of higher or lower importance in the company that influence company's activity, image as well as profits. The discussion chapter will be structured into four parts linking directly the phases of training, i.e. training planning, designing, delivery and evaluation.

5.1 Training planning

In the first phase, training planning, the company has got one big issue. Training needs are identified, however, they are not concrete enough. They certainly arise from company's business plan and later possibly from ineffective performance level that does not meet required standards. However, those training needs are identified in too broad way. At the initial training it is known that teacher trainees do not have quite any knowledge of the Callan method system of teaching and therefore there is a need for complete training from the method introduction to practical exercises. Nonetheless, training needs should be defined more specifically, in smaller partial steps because training objectives are developed based on identified training needs. As a result, not clearly defined objectives lead to training not being as effective as it could be. It may not accomplish and raise proper high-quality teachers, therefore high-quality lessons would not be ensured and client's satisfaction would be threatened. Consequently, additional costs for further training as well as possible loss of client would appear. As Forsyth (1992) claimed, training objectives must be SMART – specific, measurable, achievable, realistic and timed. None of the objectives claimed both by the CEO and methodologist of the company do not meet this requirement. The CEO stated objectives to be a teacher who fully understands the Callan method and gains self-confidence so that he can be the leader of the lesson; the methodologist said that objective of the training is “enthusiastic and reliable teacher who is able to give a high-quality and entertaining lesson.” At least the criteria about objective being specific and measurable are not fulfilled. The objectives stated above could be considered an overall aim of the training, but not objectives.

Therefore, first the proper job analysis with detailed description of skills and attitudes necessary for this job should be done. The same analysis should be completed about staff depicting characteristics that teacher candidate should have. Out of these two analyses, detailed training needs can be defined and consequently objectives can be clearly set. For a

draft of these analyses more information is necessary and so completed training needs and objectives cannot be listed here. However, few examples of correctly defined objectives could be: to explain the concept of the Callan method, to ensure trainee knows in detail the process of the Callan method lesson, to make sure trainee is able to use correctly tools and props of the Callan method.

A consultation of training needs with external consultant might be useful as well. These organizations specialize in such activities as defining training needs, searching for causes of possible failure etc. and therefore could be of a good help to the language school.

5.2 Designing training

Second stage of training process is designing the training, not only methods and techniques that are going to be used, but also determine financial aspects. From the information provided by the CEO, the financial costs the company spends on training are adequate and pay back within six months depending on teacher's frequency of teaching. The company as a whole is profitable and training costs are well set. However, as the company suffers from higher staff turnover and needs to recruit more new teachers and give them proper training, total costs on training rise. Each newcomer is relatively costly to the company and if the newcomer does not stay in a firm at least for a time necessary to pay off the costs spent on him, it could gradually become a serious problem for the company. It was stated that two of five teachers that the company had to let go during the past year left because of studying of working abroad. Nevertheless, the rest was dismissed because they were unreliable or it came out they were not good enough at teaching and one of them admitted that teaching was simply not for her. For that reason, the company should be more aware of applicant's personality and qualities already during the process of recruitment. It could establish also some personality tests prepared by an external agency; such a step could prevent hiring people who are unsuitable for teaching by the Callan method.

Another step the company could take to prevent more staff turnover is not to recruit mostly part-time employees, mainly students. Students and young people are vital for such energy-demanding method of teaching. However, it is not their primary career and therefore some of them do not have a need to try too hard. Moreover, students in the Czech Republic who know English often tend to go abroad for studies during their university years. Main reasons are improving their own language skills, educational purposes and new experiences. Therefore, most students capable of communication in English do not concentrate on job, but consider

teaching in the language school only as another opportunity to improve and practice their English. Also during holiday and examinations period the company could be struggling since many students-teachers are not available during these periods of time. The language school should therefore consider building its teacher team up from not only students but from more full-time workers who would consider teaching in the language school their main professional activity.

Regarding methods and techniques used, training seems to be fairly set. Trainees seem to be comfortable with trainer and her presentation style, with the pace of training and quite content with the length of the course. On the other hand, the content of the training could improve. Teachers agreed that most material training covered was relevant to the job, but some information, mainly details, were missing and had to be answered later. Improvement can be achieved by giving more time to practical exercises that are desirable both for trainees and the system itself. By providing this extra time for preparation and for demonstration more real-life situations and problems will appear that can be discussed and prevented before starting teaching for real. Therefore, methodologist should revise the training and not be afraid of lasting few hours more since those hours would definitely pay off. Also methodologist stated that she asks teachers how content they are with the training and how useful they find the training, but she should also consult this with much more experienced teachers, as newcomers are not able to see all the associations between the method, training and actual lesson.

5.3 Training delivery

Third phase of training is training delivery. At this phase mainly the role of trainer and trained group is discussed. First, trainer was evaluated as excellent by most trainees. The CEO of the company was also satisfied with her job performance, moreover, trainer was tested by external agency for her training qualifications and qualities. As trainer has got experiences with different language systems she is able to find the problematic part in this system and point it out. Also thanks to her previous teaching experience by the Callan method she is able to demonstrate properly the model lesson that shows the concept of the whole method the best.

Trainer's presentation style plays an important role in the whole process of training. Company's trainer is able to present with balance between directive style and "open friendly style", also seems to be patient and tolerant to newcomers. Trainees also appreciate his in depth knowledge and his "technical competences" in the area of the Callan method. One

possible mistake, however, could be trying to teach trainees too much too fast. Yet, training about fourteen hours long could not be enough for a newcomer teacher who has got no previous experience with teaching. As there are many teachers who are still students on their own, there is a high probability of this presumption to appear. Therefore, again, the methodologist should consider investing few more hours into the training.

An important factor in delivering training is also the group, its size and structure. In the company, training groups have usually from three to six, usually young people. That is rather small private group and has got many advantages. First of all, it leaves more space for each teacher's practical exercise. Secondly, it provides room for discussion and questions. The group is also big enough to do some brainstorming exercises, role-play etc. and small enough so that newcomers were not shy to perform in front of each other. The training has got quite intimate atmosphere that reflects the usual real lesson atmosphere (there is not more than seven students in one class). All this provides the very best learning opportunities.

5.4 Training evaluation

Last but not less important phase of the training is training evaluation. As Buckley and Caple (2004) said, evaluation of the training session should be done at five levels: reaction, learning, job behaviour and performance, organization and return on training investment. Starting with reaction level, most participants reacted well on the training. They were satisfied with the whole process and have gained a positive attitude towards possible further training. They were also pleased with the trainer and her attitude towards training. Most of trainees could not think of any real "dislike" of the training. Therefore, the overall reaction was positive from both parties involved in training.

More difficult part to discuss is the evaluation at the levels of job behaviour and performance. The evaluation of job performance should reflect how far the training needs and objectives were met. As the objectives are now set too broad, it is hard to analyze to what extend the training was successful. This phase is also linked to the learning since job performance depends on what and how trainee learnt.

As the trainer supervises newcomer teachers at their beginnings, she sees they are often little unsecured at first, but gain confidence with the method shortly. Teacher's performance also depends on how much time is spent by home preparation for the lesson. However, focusing on job performance as a result of training, it is highly desirable that teacher fully understands

the method. To examine how much teacher understood it is best to use the practical exercise (teaching lesson) as a form of uncovering possible imperfections.

As stated in the interviews, newcomer teachers are continuously supervised to ensure their high-quality performance. After the supervision teachers are individually given feedback and possible mistakes are discussed. However, it might be useful to establish a regular audit meeting where those mistakes would be discussed in a group, all the teachers together. With such a practice more teachers' faults could be prevented.

Clients are also talked to to find out their point of view on teacher's performance. They provide very valuable information for management and methodologist. Nevertheless, to improve the quality and validity of this information a structured survey conducted on regular basis could be established. Thus management would gain information of same character from all clients and could compare the performance and behaviour of various teachers more correctly.

The level of organizational outcome explains if and how the training influenced the company's activity and performance. It definitely increases income since with more high-quality teachers the company can afford to open more courses and to have more clients. On the other hand with the staff turnover discussed above there are also higher training costs. However, focusing on the fifth level of evaluation, return on training investment, the company is still profitable and the investment in training pays back within six months. Nonetheless, the company could concentrate on this investment to pay back sooner, for example by ensuring that teachers teach more hours per week.

6 Conclusions

The aim of the research was to find out details about the Callan method training of new teachers in the private language school in Ostrava, Czech Republic. Another purpose of this study was to find out possible imperfections of the training and relate them to possible unsuccessful teachers' performance. Moreover, possible better alternative and recommendations were to be drawn.

The interviews were conducted with the CEO of the chosen private language school, with the methodologist (head trainer) and newcomer teachers (trainees) in order to receive fair amount of information for analysis of company's training programme. Those data were then analyzed, discussed and recommendations for improvement were made.

Few important results were found. First, possible causes of staff turnover were found. The higher rate of such turnover could be caused by the age structure of teachers and by most of them being part-time workers. There is a need for full-time steady experienced workers who would concentrate on teaching and consider it to be their primary career.

Secondly, the findings were analyzed in sections according to training phases identified in the literature review, and compared to the optimal situation and settings described also in literature review.

In the first phase of training, unclearly defined training objectives were identified as the biggest problem. When related to the theory found, it was recommended to make objectives more concrete and to define them in a way they would be SMART – specific, measurable, achievable, realistic and timed. There were suggestions made how this could be achieved, however, due to insufficient amount of information the job and staff analysis and consequent new definition of training objectives were not quite possible to do. Also external consultancy was identified as one of the options.

There were no bigger difficulties found in design of the training. Methods and techniques used to train newcomer teacher contain both lecturing by trainer, practical demonstrations and practical exercises designed to practice learnt skills. The only thing that could be reproached is the time spent on the practical part since trainees found it the most useful part of the whole training. Providing more time on such activity would, in the end, cut time needed to spend on time-demanding individual personal consultations after training.

Training delivery was also found mostly effective. Training environment was found satisfying, trainer's training style is adequate and the size and structure of group of trainees is also enjoyable. Trainees have got a positive attitude towards training and are not afraid to ask for further advice.

The training was then evaluated regarding different areas of company's activity. It considered reaction to training (both trainer's and trainees'), achieved learning, change in job behaviour and performance, organizational outcome as whole and return on training investment. To conclude, the overall evaluation of the training led to quite satisfying results although few recommendations were made, mostly on the ways of teacher evaluation in a direction of customer satisfaction as it is a crucial factor in company's activity and profitability.

The training situation in the company was examined as in depth as possible, however, the limitations such as time, distance and access to internal firm's documents should be taken into account when looking at the results of the study. If a similar research is going to be designed and led in the future, researchers may consider also method of observation for data collection, as they would gain more complex view onto the company's internal environment.

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V Ostravě dne 7.5. 2010

.....
Gabriela Orlitová

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9 Seznam příloh

Interview no. 1: The CEO of the language school

Interview no. 2: Methodologist (trainer)

10 Appendices

Interview no. 1: the CEO of the language school

Researcher:	Good morning Mrs. Valaskova, thank you very much for this opportunity to do the interview for my dissertation research.
CEO:	Good morning Gabriela, you are welcome.
R:	This phone interview will be recorded with your permission and used for the academic purposes only. Do you agree?
CEO:	Yes, that's perfectly fine, thank you.
R:	So, to start with, I would like to ask you few questions about your company as you are the owner as well. How long has your company been in existence?
CEO:	The company was established in January 2008.
R:	What type of activity, service or product does your company offer?
CEO:	Well, the company is focused on products related to teaching English, such as language systems, arranging study programmes abroad and to on. However, its main focus is teaching English by special direct language systems like the Callan method. Offering such courses is still quite exclusive in the Czech Republic. Fortunately, people are curious and want to try something new in this area. Mainly people who are so called 'eternal beginners' who can't move on with their language skills. We also concentrate on clients who are willing to pay higher price for guaranteed quality and results. Our target groups are both individuals and firms that want to have their employees educated in English.
R:	Well, thank you, that was an exhausting description. Next question would be why did you choose the Callan method for teaching English?
CEO:	Before establishing this company I was working at one language school that

was offering the Callan method. I liked the method and when I moved to Ostrava and wanted to set up my own business, this came to my mind as a good idea. And as I said before, there is still a high level of exclusivity of this product.

R: Right. So basically your company has been involved in using the Callan method for teaching English straight from the beginning of its existence.

CEO: Yes, that's right.

R: So that also determines the time the company has been involved in providing special teacher training for the Callan method.

CEO: Correct.

R: How many employees, and let's focus on teachers, does the company have at the moment?

CEO: I would say fifteen and the head methodologist, trainer, but since we were recently recruiting new teachers I'm not a hundred percent sure.

R: What criteria does your company use when recruiting new teachers? I mean criteria such as qualifications, personal qualities and characteristics.

CEO: Well the whole process of recruiting starts by finding out the qualifications of applicant from his CV. We do not require candidate to have a degree, but most of our teachers are studying or studied university anyway. However, we require candidate to have a certificate from a state or internationally recognized exams, such as Cambridge exams.

Then mentioning personal qualities, the person who wants to become a Callan method teacher needs to be dynamic, flexible, creative, innovative as well as responsible and reliable. He or she also needs to have a charisma and be able to involve student into the whole process of teaching.

R: Nicely said. What is the age structure of teachers?

CEO: Teachers are quite young as it fits better the concept of the Callan method.

The youngest one is eighteen and the oldest one is.....thirty-two? Thirty-three? Most of them are students yet.

R: Students? Are they working full-time then or only part-time?

CEO: Well, right now out of those fifteen employees only three are full-time teachers, the rest of them are part-time workers.

R: How often do you recruit new teachers?

CEO: I suggest three or four times a year. It gives a 'fresh air' in teacher team and motivates both new and experienced teachers. Of course, we don't necessarily have to recruit, it depends also on the amount of courses and lessons opened. Another reason for recruitment would be replacing teachers who left from various reasons.

R: We are talking here about staff turnover now. What is the staff turnover in the company?

CEO: It has increased during past year which gives us troubles. I think the trainer will tell you more about this but during the past year we recruited seven new teachers and had to let go five. It may not seem as a big problem but with the size of the company as it is it influences company's activity, financial aspects as well as overall atmosphere among employees.

R: I see. What is according to you the reason for such turnover?

CEO: Well....there are few options. Teaching by the Callan method does not fit everyone and not everybody is able to adopt this direct approach. However, most teachers seem to be comfortable with the method. Few teachers also left for got an opportunity to work or study abroad. And I know that some people were just not suitable for being a teacher. Some also did not fulfill our expectations about their reliability and responsibility.

R: All right, thank you. Let's move to the training itself now. What do you consider to be a crucial factor in newcomer teacher training for consequent job performance?

- CEO:** Teacher's excellent pronunciation is a key element. If teacher did not have a proper pronunciation he would not be given the job. When it comes to training itself, as I said, the charisma of the teacher is really important since the Callan method is based on speaking and self-presentation. Teacher must be able to capture student's attention. The perfect understanding of the Callan method is also crucial for future job performance.
- R:** How long is the newcomer training? Hours? Days? Weeks?
- CEO:** Oh, I'm really not sure about that. I would say few days but you will have to ask the methodologist for more information.
- R:** All right, I will. Could you define the objectives of the newcomer training? In other words, what is the expected outcome of the training?
- CEO:** Well, the main purpose of the training is the Callan method to be explained in detail and its methodology needs to be fully understood by teacher trainee. Trainee should also adopt structure of the Callan method lessons, gain self-confidence via practical exercises so he can lead the lesson, be 'lesson leader'. I understand training to be an activity that develops abilities and new skills and is necessary for their maintenance.
- R:** So who is responsible for identifying the training needs? How do you identify certain imperfections that need to be removed in order to maintain the high-quality lessons?
- CEO:** Well those needs are mainly consulted between the top management and the methodologist based on her supervisions and training results. But we also pay attention to opinion of our clients and we find plenty of information from their feedbacks.
- R:** Do you know then what techniques are used to meet the objectives of the training so that those skills could be developed?
- CEO:** Well, as the techniques are designed specifically to meet those objectives, training is much focused on practical part and practical exercises, role-plays and such. However as the theory is needed to be explained first there is also

a lecture, and an illustration of typical exemplary lesson performed by the trainer.

R: What changes should the training bring? What should the teachers do differently as a result of the training?

CEO: The main change should appear in their overall performance and the ability to present themselves. As newcomers they did not have any knowledge of the Callan method before so it takes time to adopt all the information and implement it in practice. The teachers must fully understand the Callan method and feel confident and secure about it. This is the main asset.

R: Could you please specify it more?

CEO: Of course. The main asset of the training for the company is more qualified teacher, more sophisticated who understands the method and is able to use it confidently. We need to keep offering high-quality lessons to maintain the brand of exclusivity. After the training teachers are able to rise and maintain the quality of the company's product.

R: I see your point now. Thank you. Could you describe how does the training look like step by step?

CEO: I apologize but I don't know all the details about the training programme. I know there are both theoretical and practical part and that it lasts few days with ongoing supervisions. But for more details you have to ask the methodologist.

R: Now I will ask you few questions about the trainer, or methodologist, whichever you prefer since it is one person. Who is the trainer of the teacher trainees and what are the qualification and suitability requirements on her?

CEO: Our methodologist is a woman who started her career related to the Callan method as one of the teachers in a rival language school. Then one day she left that place and since I received good recommendations on her from one friend of mine, I made an appointment with her and offered her a job. She

started as a teacher in our company as well but as she got plenty of experience with the method and is also much interested in language education, she seemed like a perfect match for company's need to have its own head trainer. I was looking for a person who had experience with different methods of teaching a language and who know English on upper advanced level. Radka, our trainer, fulfilled both of these requirements.

R: Did you also consider her personal qualities and other abilities or did you consider the professional eligibility to be enough?

CEO: No, definitely not. But her competencies and ability to train others was examined by an external consultant. He concentrated on her self-presentation, appearance, body language, linguistic aspect as well as how she expressed her personal qualities.

R: Do you have any kind of training also for her as a trainer?

CEO: No, we consulted together what is expected from her and what results should her work bring. We also consulted the form of the training she designed. But as there is only her on the position of trainer, there was no need for trainer training so far.

R: Now we will move to the evaluation of the training. How do you evaluate training? And I mean mainly if just once or regularly, how long after the training, what techniques you use for the evaluation, and in the end, how do you assess success or failure of the training.

CEO: I know there is one evaluation right after the training during supervisions and shortly after, but I do not participate in this one. Evaluation at that point focuses on whether teacher understood the method to be able to use it on their own. I'm involved in training evaluation three to four times a year when the impact of new teacher training is related to the company results, such as financial situation, image of the brand and such.

R: What steps do you take if the objectives of the training are not met and therefore it is reflected in the company's results?

- CEO:** Well, in case this happens training audits take place and it is examined what are possible causes of failure. If the teacher does not perform as expected as a result of his own irresponsibility or intended ignorance, he is first warned twice via consultation and if the situation does not improve, he is fined financially. If there are other causes besides teacher's attitude, further training and consultation is strongly enforced. We also established certain scoring system that follows the newcomer from the first interview until the end of training. The teacher candidate collects points during the whole process of recruitment and his results in the last part, initial training in form of assessment centre, are crucial. In the last part, teacher newcomer has to demonstrate what and how he learnt. He is required to teach a model lesson on his own. This scoring system helps to watch the newcomer's development and improvement and evaluate his performance.
- R:** Sounds like well worked out system. How successful are newcomer teachers then? Do all complete the training?
- CEO:** So far, all trainees always completed the training, but there is a rate of 30% failure immediately after finishing the newcomer teacher training from various reasons. However, it has got effect on training costs.
- R:** That's exactly what I wanted to ask you about now. What are the costs on training? How much do you spent on training of one newcomer teacher?
- CEO:** Well...the training costs per one teacher are 15,000 CZK (£520, ed.). This includes fees on licence, fixed costs, costs of material and trainer and so on.
- R:** How soon do these costs pay back?
- CEO:** Usually within six months of teacher's activity, depends on how often he teaches and how many hours per week.
- R:** Good. Only few more questions now. How do you check on a clients' satisfaction with newcomer teachers' competences, abilities to teach and their performance?

- CEO:** We often talk to our clients and Radka's job is an ongoing supervision in lessons. Therefore she can observe not only teacher's performance but also clients' reaction to teacher's performance. We also speak to our clients and do a form of evaluative interview with them.
- R:** Has it ever happened that the company lost a client as a result of bad teacher's performance?
- CEO:** No, fortunately this situation never happened. There were few situations when a client was dissatisfied and complained about teacher's attitude or performance. Such situation was consulted with the teacher by the trainer or in some cases even top management, and the teacher was then supervised more often. This procedure always worked.
- R:** Do you continuously inspect the teacher's improvement of performance, qualifications and qualities for example in form of evaluation questionnaires, teacher interviews, client interviews, supervisions, teacher tests, client knowledge tests regarding teachers or know-how of the method?
- CEO:** Yes, we do. Teachers are continuously supervised on regular basis. Also we check teacher's growth by evaluative interviews both with teachers and clients, and also comparing knowledge of clients (students) after certain period of time that were taught by different teachers.
- R:** And last question. What attitude do teacher trainees have towards the training, in your opinion?
- CEO:** I strongly believe that our teachers have a positive attitude towards training as it should keep them motivated and constantly improve their skills.
- R:** Well, thank you very much for your time and I really appreciate your help with doing my dissertation research. Have a nice day and good bye.

Interview no. 2: methodologist (trainer)

- Researcher:** Hello Radka, how is your day today?
- Methodologist:** Hello Gabriela, I'm fine, thank you.
- R:** Thank you very much for agreeing to give me this interview.
- M:** Oh, you are welcome, no problem, haha.
- R:** I'm interviewing here a methodologist and the main trainer of the private language school in Ostrava, Radka. It will serve only academic purposes as I'm writing my BA dissertation now. It is a phone interview and it is being recorded.
- R:** So are you ready to start with the interview?
- M:** Yes I am.
- R:** So, to begin, first I would like to ask how long have you been involved in teaching English by the Callan method?
- M:** Well... it has been about two and half years now. I started as a teacher in a different language school though where I gained teaching practice. But then from certain reasons I left the place and got accepted here in 2009. First I worked as a teacher but as I had previous experiences with the method I have become a head trainer for teacher newcomers and methodologist.
- R:** So how long is your trainer practice?
- M:** Well, about a year.
- R:** Now we will move to the questions regarding company's staff. How many employees, and let's focus on teachers from now on, does the company have?
- M:** The school has fifteen teachers at the moment.
- R:** What criteria do you use when recruiting teacher? I mean criteria like qualification, personal characteristics, qualities...
- M:** Erm, we use mix of all of those. First we take a look at applicant's CV and concentrate on his or her qualifications. Then as a next step there is a personal interview in English. It is focused on both knowledge and use of English as speaking is crucial for the Callan method, but also on applicant's qualities, how he

presents himself, how big his interests in teaching are and so on. And last there is a written test that is focused on grammar in practice.

R: Ok, very well then. How old are teachers? In other words, what is the age structure in the company?

M: As the Callan method is method that requires a lot of effort and movements and energy in general, it is better if teachers are young people. Right now the age structure of our teachers is from eighteen to thirty-four.

R: How often do you recruit new teachers?

M: Well, now we are entering a bit problematic area. There has been higher staff turnover in the company during past year. The number of teachers that we have or we recruit depends on the number of lessons and courses that need to be taught. So with increasing number of lessons we have to recruit more teachers. But generally said, we recruit teachers about three times a year.

R: What do you consider to be 'higher staff turnover'?

M: Well, the company went through more difficult period of time in the past year. We have fifteen teachers now, but last year we had much less at the beginning of the calendar year since there were not as many courses realized. But then number of lessons increased and we had to hire new teachers. But the whole process was quite unfortunate, we recruited seven new teachers but had to let go five. Nowadays we also have only women teachers which may be a bit misleading.

R: Misleading?

M: Yes...well, I mean, it is not a purpose to have only women teachers, it's just coincidence. We recruit both men and women to become teachers in our language school.

R: Oh, I see. Well, what is in your opinion a reason for such employee turnover?

M: Erm...it's hard to say... But two of them left for studying and working abroad, they were students yet, and the other three were dismissed because they proved they were not reliable enough to be a teacher, they were too irresponsible or just didn't have a teacher personality, if you know what I mean. One of them openly admitted that teaching is simply not for her.

- R:** So what is according to you a crucial factor in newcomer teacher orientation training for consequent job performance?
- M:** I would say that giving them strong motivation and enthusiasm for teaching is really important. I also always stress out the need for their proper preparation for each lesson at home as I consider it to be essential to the performance.
- R:** Ok, let's move to the details about the training itself. How long is a newcomer teacher training?
- M:** Well the training itself takes about fourteen hours and is split into two or three days, depends on circumstances. In these twelve hours there is a lecture about the Callan method included as well as the model demonstration of the method in practice when teachers see me teaching them and participate as students. After this initial training they start teaching on their own, but I always supervise them first few hours and I give them feedback and discuss it with them.
- R:** What are the objectives of the teacher training? In other words, what is the expected outcome of the training?
- M:** Say....well, we expect that after the training the trainees will grow into enthusiastic and reliable teachers who are able to give a high-quality and entertaining lesson
- R:** All right.... Erm... What training techniques do you use in order to achieve the identified objectives?
- M:** I think that the practical part of the training is the most important because teachers can try on their own what teaching comes to. So I try to make training as practical as possible. Many examples, demonstrations and so on. But there is also a theoretical part that is lectured.
- R:** What changes should the training bring? What should teachers do differently as a result of the training?
- M:** As I said before, we expect reliable and enthusiastic teacher to come out of the training. I want them to be familiar with the new method of teaching and forget about the standard way of teaching.
- R:** What exactly do you mean by 'the standard way of teaching'?

- M:** The standard old-fashioned approach to language teaching and studying. It provides almost no opportunity for conversation and just plenty of useless exercises and grammar explanations...
- R:** Yes, I see your point, know what you mean. Could you now, please, describe into details how the newcomer teacher training looks like, step by step? Like what parts does it have, phases, how long is each phase, where and when does the training take place, how big is the group of trainees and so on.
- M:** Ok, I will try. So first there is what we call initial training. At this stage the rules of the Callan method are explained, its principles, methodology, concept, and history. Plus we also go through the state 1 of the Callan method text book with concentrating on all pitfalls and practical demonstrations. This initial training takes about four hours, depends on the size of trainee group. That usually has from three to six people. At next stage teachers have time to prepare a part assigned to them from the stage 1 of the Callan method text book and have to give a sample lesson to other trainees, me and somebody from top management. This part is about two hours long...erm..Third phase of training is going through stages 2,3 and 4 and training teaching those, again with focusing on difficult parts of these stages and practicing. This takes about four hours again. In next stage trainees go to see a model lesson given to clients by an experienced teacher so they see how it really looks like and can catch an atmosphere. And as a last step, teacher trainees give their own lesson, usually at a beginner course. First few lessons are usually supervised and then they receive a feedback and the results of the supervision are personally discussed.
- R:** Very well, thank you....just... oh, did you mention where the training takes place?
- M:** Oh, sorry, forgot to say that. The training is always held at our language school, so the teacher trainees become familiar also with the school environment.
- R:** How do you then evaluate the training? I mean mainly if just once or regularly, how long after the training, what techniques you use for the evaluation, and in the end, how do you asses success or failure of the training.
- M:** Ok, long question, haha... But yes, we pay quite lot of attention to the evaluation of the training. Already as I supervise teachers it is quite obvious how was the training successful and in which parts the training was insufficient.

- R:** So you supervise them at the beginning of their teaching and then you give them feedback, right?
- M:** Well not just that. I supervise even well experienced teacher later on to make sure that they do five high-quality lesson. I supervise on regular basis, about once a month. I write the feedback down into the Supervision Record form, and then I discuss it with the teachers.
- R:** So do you also continuously inspect the teacher's improvement of performance, qualifications and qualities? For example, in form of evaluation questionnaires, teacher interviews, client interviews, supervisions, teacher tests and so on.
- M:** Erm... I continuously supervise them, but there is no such a practice like further tests for teachers. But I watch their improvement from the last supervision. And we, of course, check on clients satisfaction.
- R:** Okey...do you also evaluate the training itself? Its content, design and such?
- M:** I keep asking teacher trainees how they feel about the training, and also listen to their suggestions for improvements of the training, it is useful to hear what they find interesting and important. But anyway, as I said, I can assess the success or failure of the training while supervising.
- R:** What steps do you take in case of not fulfilling the training objectives? And how many of newcomer teachers you have had were not successful?
- M:** Well I myself analyze the reason why the training failed. But I also discuss it with teachers to get their point of view on problems such why lessons do not look as designed by Callan, what could be possibly wrong with the training and such. I listen to their suggestions and opinions.
- When thinking about unsuccessful newcomer teachers, there were three that left even before starting teaching for real. But I already mentioned those previously. They were too irresponsible, lazy, and especially one was also shy and "scared" of people, could not properly express herself in front of clients.
- R:** How do you check on a client satisfaction with newcomer teachers' competencies, abilities to teach and their performance?
- M:** I've got a good opportunity to find out how clients are or are not satisfied since I

still teach courses as well. So I personally talk to clients and get their opinion straight from them.

R: Okey, last question. In your opinion, what attitude do teacher trainees have towards the training?

M: Well, I hope they find it very useful and crucial for their future success in being a good teacher of the Callan method.

R: All right. Well, thank you very much for your time, I appreciate your help with my research.

